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ABSTRACT

The document attempts to consolidate and summarize the literature which documents the development and initial use of the continuing education unit (CEU). The first section discusses the need for legitimization of an individual's participation in noncredit programs. Section 2 presents a brief history of the CEU, and the third section interprets the definition of the CEU. Various applications of the CEU and how it is to be cited in record systems are discussed in the next two sections. The final section of the narrative portion of the document presents three areas of potential controversy and confusion over the CEU. The 60-page appendix is divided into four sections. The first two sections (three pages) list the members of the National Planning Committee and the National Task Force on the CEU. The third section (45 pages) provides examples of reporting procedures from seven sources. The final appendix section (13 pages) lists the Higher Education General Information Survey (HEGIS) discipline sectors by discipline category. The concluding 22 pages consist of an annotated bibliography of ERIC citations on the CEU. (AG)

The Continuing Education Unit

by Anne C. Kaplan and Clive C. Veri

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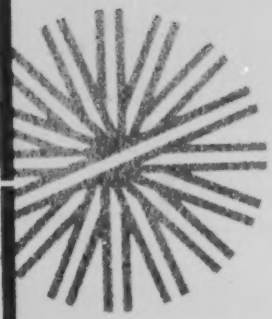

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Career Education

in cooperation with
Illinois Junior College Board
College of Continuing Education, Northern Illinois University
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The Illinois Junior College Board is now known as the Illinois Community College Board.

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FOREWORD

This is the first of a series of information analyses planned by the Educational Resources Information Center (ERIC) Clearinghouse in Career Education (CICE) at Northern Illinois University. Forthcoming analyses will deal with current issues of interest in vocational-technical education and career education, as well as additional topics in adult and continuing education.

This is a terse analysis. The publication's special utility resides not in its length, but in its ability to present brief factual information both on the Continuing Education Unit (CEU) and on the value judgments surrounding the issues of its being. Of utmost importance is the annotated bibliography and announcement of each of its documents in ERIC's Research in Education (RIE). The bibliography along with its documents' announcements in RIE gives the serious student of the CEU microfiche and/or hard copy access to the developing CEU literature.

Considerable effort was given to insuring that this analysis is up-to-date with the CEU state of the art upon its release. The product represents a process of information retrieval and analysis embracing an ERIC search, a visit to the National University Extension Association office in Washington, D. C., interviews of proponents of the CEU, correspondence with staffs of colleges, universities, and associations who now record the CEU for adult learners, extensive comparison of personal bibliographies, and hours in libraries. But,

considering both the rapidity with which the CEU is being adopted and the changes in philosophy and operation that this concept will experience in the weeks and months ahead, this analysis should be taken as only a first approximation to what can only later become the history of CEU origination and adoption.

The staff of ERIC/CICE trusts this information analysis will assist adult and continuing educators to better serve the mature learners who seek career, vocational and personal enrichment education. May the CEU become the best invention since money in its flexibility and effective value.

David V. Tiedeman

Director, ERIC/CICE

DeKalb, Illinois

17 June 1974

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ERIC/CICE is most grateful to the Illinois Community College Board for its financial support in printing and distributing the first run of this information analysis. It is especially appropriate to thank the Administration of Kankakee Community College (Kankakee, Illinois) which facilitated this financial support from the ICCB. Northern Illinois University, too, both the College of Continuing Education and the College of Education, is recognized for making staff available for gathering data, writing, editing, and preparing the manuscript.

A special note of thanks is extended to Dr. Keith E. Glancy of the Johns Hopkins University and Dr. Paul J. Grogan of the University of Wisconsin who served as jurors for this publication. The advice of these well-known early workers in the CEU vineyard was most helpful in achieving a brief and accurate analysis.

Finally, acknowledgements are extended to the several authors, colleges and universities, and staff of professional associations who provided freely of their time and information resources to make this publication possible. Their cooperation was exemplary.

It goes without saying, however, that, while several people had a hand in preparing this information analysis, any errors of omission or commission reside with the authors.

Anne C. Kaplan

Clive C. Veri

PREFACE

In July, 1974, the National Task Force on the Continuing Education Unit published its final draft of The Continuing Education Unit-Criteria and Guidelines. These guidelines are the result of a six year effort to define, develop, and implement a uniform unit of measurement.

Response to the work of the Task Force was almost immediate, with the demand for such a measure being so great that the unit was in use well before the final guidelines appeared. Articles and documents on the CEU were published at every stage of the unit's evolution, but "CEU" has only recently become an index code word, making these early materials difficult to research.

This publication attempts to consolidate and summarize the literature which documents the development and initial use of the CEU. A bibliography with ERIC (Educational Resources Information Center) citations is provided for people who are interested in pursuing detailed research. It is hoped that this analysis, in conjunction with The Criteria and Guidelines, will provide potential users with most of the information they require to determine the relevance of the CEU to their various needs.

OVERVIEW

The continuing education unit is the result of a concerted effort by representatives of government, business and industry, post-secondary institutions and the professions to facilitate the expanded tasks now confronting continuing education. As the rapid obsolence of knowledge becomes a serious problem across an increasingly broad spectrum of vocational fields, the demand for retraining has nearly surpassed the demand for basic training. No longer a peripheral area in education, post-degree and non-degree course work has proliferated to such an extent that some institutions now experience more growth on this front than at their supposed centers of degree work. For that one third of the employed population now engaged in work offering progressive levels of advancement, meaningful career checkpoints are essential to meaningful career growth. The remaining two thirds of the work force, who may hold as many as twelve seemingly unrelated jobs in a forty five year work life, require some means of building career capacity. Without such means, human resources are wasted in a society with diminishing need for the unskilled.

The most general problem of rapid social change--its alienating effect on the individual--can best be combated by an educational system which makes comprehension of that change possible. The adult citizen cannot begin to react intelligently to new social, economic and technical problems, cannot begin to deal with an open ended

supply of information without some experience (and perhaps the opportunity to renew that experience) in the procedures of critical evaluation. The senior adult, often the deciding voice in crucial social issues, now faces problems of personal adjustment equal to, if not greater than, those of his or her children. Earlier retirement and longer life expectancy bring a bonus in leisure time which the older citizen is frequently ill-prepared to use. Attitudes formed under more stable circumstances may not provide adequate guidelines in periods of rapid change, and the tensions between the historically disoriented and those to whom change is a way of life can be great. Yet, a widening generation gap may be fatal to a society in which the old and the young combined make up an increasingly large proportion of the population.

In such circumstances, post-secondary education must relate its thrust and adapt its resources to these needs. The rapid multiplication of short courses, correspondence work, independent study, conferences, seminars, institutes and clinics indicates that the effort is well under way. Until recently, however, study outside the credit course and degree-granting framework has lacked order, standards, and coordination. Recognition, for both learner and teacher, has been temporary at best. Records are chaotic, if not nonexistent. Data are generally unavailable for planning and funding. The full extension of post-secondary education into society demands

the full legitimization of an individual's participation in non-credit programs, on or off-campus. The responsible use of the continuing education unit (CEU) should encourage that legitimization.

HISTORY

Work on the continuing education unit began with a National Planning Conference held in Washington, D.C. on July 1 and 2, 1968. Sponsored by the U.S. Office of Education, the National University Extension Association, the U.S. Civil Service Commission and the American Association of Collegiate Registrars and Admissions Officers, the conference sought to identify the common concerns of groups known to have expressed an interest in a uniform unit of measure for non-credit continuing education programs. Thirty-four organizations (see Appendix A) responded to this invitation and exchanged views on their respective needs. The concensus of this group was that: (1) a significant national need for a uniform unit of measure for non-credit continuing education existed; (2) the development of a usable system required uniform and coordinated efforts from the consumer of educational products as well as the producer; and (3) a representative task force should be appointed to develop a proposal for the unit of measurement. (See Appendix B).

The Task Force which grew out of this initial planning conference developed a preliminary definition of a uniform unit. In order to facilitate the establishment of a uniform national system for measuring and recognizing individual effort in non-credit continuing education, Paul Grogan, Vice Chairman of the Task Force, has suggested that institutions might be expected to take the following seven steps:

1. Define Continuing Education
   All significant learning experiences of post-secondary level for which degree credit is not earned should be referred to as continuing education. Thus, continuing education will fit into the totality of education represented by the spectrum, elementary, secondary, technical-vocational, undergraduate, graduate, continuing education.

2. Recognize the Continuing Education Unit
   All activities defined as continuing education should be referred to in terms of the continuing education unit, thus avoiding the term "non-credit" and reserving the term "credit" for those learning activities which generally lead to a degree or diploma.

3. Define the Continuing Education Unit
   One continuing education unit can be awarded for every ten contact hours of participation in an organized continuing education activity under responsible sponsorship, capable direction, and qualified instruction. The Task Force felt that such a unit would be easily computed and would compare favorably with the traditional quarter hour in terms of individual participation and knowledge transfer.

4. Encourage Wide Adoption
   Recognition of the continuing education unit will be external to the educational institution. The unit will take on value as employers, professional associations, certifying agencies, etc., use CEU to develop standards and incentives for personal improvement.

5. Encourage Standardized Descriptions
   Realistic assessment of the educational experience at a later date or in distant locale depends on a full description of all continuing education activities in terms of format, audience, content, level duration, etc. This information must be retained indefinitely by the sponsor.

6. Establish a Record System
   Each institution offering continuing education activities must maintain a record for each student, preferably in terms of Social Security numbers by means of which individual learning experiences are accessible. The record should be readily available and reportable as needed by the learner and his or her employer.

7. Maintain Performance Evaluation if Desired
   Performance may be evaluated according to any of three optional systems:

   a. record participation only
   b. note satisfactory or unsatisfactory participation
   c. rely on conventional letter grades and commensurate standards therefor

As the issues involved in applying the proposed CEU crystalized, the Task Force realized that the unit would have to be tested by potential users. Assisted by the Division of Conferences and Institutes of the National University Extension Association (NUEA), pilot projects were organized for the 1970-71 school year. An Interim Statement, detailing the findings and recommendations of the Task Force during its first two years, was published in July, 1970, and fourteen institutions began to use the unit in the following months. The pilot projects yielded a sampling of 600 activities involving more that 28,000 individual records. Pilot institutions encountered a few difficulties in determining attendance and asked for a better basis for determining "satisfactory completion." There were minor problems in applying the unit to conferences and correspondence courses, and the development of permanent records showed more

variation than was considered desirable. Generally, however, the participating institutions were well satisfied with the pilot operation and the CEU concept. They reported that while additional guidelines might be needed, the unit was felt to have demonstrated a great potential value.

In December, 1971, the future of the CEU received an enormous boost from the Commission on Colleges of the Southern Association of Colleges and Schools. In adopting its Standard Nine (Special Activities), the Southern Association required higher education institutions within its eleven-state region to report all continuing education activities of a non-credit nature in terms of CEU. These units can be translated into full time equivalent (FTE) students, thereby making it possible to include the continuing education participant in the total institutional program and enrollment. By July, 1972, the University System of Georgia, with twenty-seven institutions, developed a model for implementing the Standard and using the CEU. In its plan, Georgia divided special activity programs into three areas:

Area I. Activities are planned for a specific target population. CEU are assigned in advance. Participants register, and individual records are kept.

Area II. The educational experience is planned for a diversified population. Individuals register, but no CEU are awarded.

Area III. The educational event is open to the general public. There is no registration and no CEU are awarded.

Georgia was the first state to use the CEU as the basis for line item funding of non-credit continuing education and public service activities in public institutions of higher education. Other states, Tennessee, Virginia and Iowa, as examples, developed their own plans, and a wide variety of institutions and associations have since endorsed CEU. Experimentally, Hopkinsville Community College, Kentucky, has developed the concept of a faculty continuing education unit to compliment the individual and institutional CEU used elsewhere in the southern region. At Hopkinsville, 10 contact hours of continuing education teaching equals 1 faculty CEU. Although 13 contact hours of teaching are equated with 1 semester hour, Hopkinsville reasoned that continuing education teaching requires special preparation and is often not repeated. Thus, the faculty CEU was designed to equalize degree teaching and continuing education teaching. For administrative purposes, both individual CEU and faculty CEU are converted to institutional CEU.

Having worked on the development of a uniform unit for six years, the Task Force completed The Continuing Education Unit-Criteria and Guidelines during the Spring of 1974.

BASICS

A uniform unit of measurement of non-credit continuing education programs was first defined in 1970 as:

> One continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

The contact hour is generally easily recognized, although it should be noted that a 50 minute class in one institution may compare with 45 minute or 60 minute classes in other institutions. Granting this degree of necessary flexibility, a one-week short course involving 30 contact hours would represent 3.0 CEU. A series of classes given in two hour sessions for twelve weeks equals 24 contact hours of instruction and would merit 2.4 CEU. The problem of awarding CEU for independent study, correspondence work, field trips and similar teaching methods must be solved by the program director. A value judgment is required to determine the hours of in-class instruction which would be necessary to meet the same educational objective now achieved by other means. Study and recreational time is to be excluded from this calculation.

Problems in applying the unit are more likely to arise in defining an "organized continuing education experience." The Task Force assumed that such an experience would involve predetermined program objectives in terms of the clientele to be served, the skill or knowledge to be gained, and the format and methodology involved. Such planning will necessarily involve interaction between administrators, educators, and representatives of the client group and should be sufficient to include all forms of instruction; for example: classroom instruction, independent study which follows a prescribed course, supervised field trips, laboratory work and practicums, and media presentations of educational material where these make up an organized instructional effort. The criteria would exclude unsupervised library work, independent study which is not a condition of participation in a learning experience which is not subject to later verification, general broadcast TV and other public entertainment, interest group activities designed to determine policy, orientation programs and convention activities. In all probability, the criteria will also exclude work experiences, as these are generally not part of a formal organized learning situation, and could exclude in-service training programs as well. The latter may finally depend on appropriate planning procedures, the involvement of responsible sponsorship and a qualified instructor to give the training program the necessary educational value.

Sponsorship in the above definition, is considered "responsible" if the institution, association, or organization is prepared to assume

administrative responsibility for the program. Supervision must be assigned to a capable director, and a permanent record system must be maintained. Capable direction, according to the Task Force, involves (1) professional educational leadership in program planning and development, (2) selection of the most effective educational format for the intended purpose and objectives, (3) assignment of qualified instructional staff, (4) adequate program management and administration, and (5) the design and implementation of evaluation techniques applicable to both individual participants and the total program, as necessary for the conduct of an effective continuing education learning experience.

"Qualified Instruction" is included in the criteria for awarding CEU in order to assure an instructional staff with demonstrable competence in the subject matter, the ability to transmit the educational content to the participants, and understanding of the program objectives, and an awareness of and obvious skill in the instructional methodology and learning processes involved.

APPLICATION

Properly understood, the CEU should find (and in many instances has already found) sponsors among colleges and universities, vocational-technical schools, community colleges, government agencies, professional-technical societies, trade and industrial associations, unions, the military, and business and industry. Primarily, the CEU offers the sponsor a systematic record of continuing education activities and a uniform system for gathering statistical data. Such a record, and the data included in it, should be of considerable value for program planning, funding, cost accounting and cost effectiveness studies. An adequate measure of an institution's output in continuing education from a financial point of view is essential in assessing the institution's funding needs in this area. A uniform quantitative measure allows annual comparison of data and provides a realistic basis for planning and justifying budgets. Where all continuing education activities are described in similar terms, a comprehensive view of the continuing education offerings in an institution's service area should be possible. Duplication of resources can then be eliminated, and the institution can concentrate on those programs for which it is best suited and for which there is an obvious need. With accurate data on response to course offerings, teaching loads can be rationally determined and various formats effectively judged. Teachers may benefit in that documentary evidence of their effort will be retained and will be available to support their qualifications for

future positions. Appropriate recognition should make continuing education teaching assignments more attractive and adequate compensation more likely. Of special importance to post-secondary institutions, the use of the CEU leads to a new level of public accountability in the extension-service area. Such benefits should soon compensate for the sponsor's initial investment in developing a records system and the ongoing administrative effort required to determine the amount of CEU per program, certify satisfactory completion, and maintain a record of courses offered and CEU awarded.

These administrative responsibilities are not complicated, but sponsors must work closely with user groups in order to provide learning experiences which will adequately meet the user's needs. Each user group will attach its own value to a particular continuing education offering, but the criteria for accepting CEU as a useful measure of individual achievement, will, of course, be the source of sponsorship, the personnel involved, the substance and quality of the material presented. New and improved lines of communication between sponsors and user groups will have to be developed to assure users of the necessary opportunity to exercise their expanded role in program planning and evaluation. Where CEU are awarded for quality programs of obvious relevance to user needs, the potential application of the unit by the user is very great.

A record of continuing education achievement can provide an employer with evidence of accomplishment at any level of job competency. Such a record could show completion of a training program

needed for job entry or of a re-training program needed for job advancement. It could provide evidence of new machine skills or of new management skills. The ongoing educational effort required at all stages of employment could become an integral part of job descriptions and compensation programs. Educational opportunities of great variety and sophistication are needed to meet the demands imposed on the business world by ever increasing corporate complexity. In-company training on a large scale is beyond the reach of all but the business giants. Small numbers of employees can return on a full-time basis, but few companies can afford an extended absence of key personnel. The flexible specialization necessary to avoid stagnation can only be met by the integration of education and experience which non-credit continuing education programs make possible. A record of participation in such programs underscores individual career capacity and provides an employer with a permanent skills inventory which can serve as a basis for effective placement.

Membership organizations, labor unions, and professional societies should find CEU beneficial in both encouraging and facilitating the educational advancement of their members. The unit can be used to define and record the continuing education experience, but the design of a recognition program remains the prerogative of the organization. The user group can develop whatever program it believes is required to earn the desired degree of professional or vocational competency or of public and professional respect. Such a program can be used to convey additional recognition, meet state licensing requirements, or demonstrate current proficiency. The existence of clearly defined

continuing education requirements should also promote tuition refund programs for non-credit as well as credit course work.

Among user groups, government agencies may well become the most voracious consumers of CEU data. The accumulation of information made possible by standardizing the terminology and reporting procedures of continuing education activities should constitute a statistical resource of great utility. The available manpower within various specializations can be described; potential training needs can be recognized and filled; costs and benefits can be recognized and filled; costs and benefits can be realistically weighed. As with any other user group, government agencies can also make use of the CEU in upgrading the skills of their own staffs. Where continuing education needs and achievement can be measured, educational resources can be efficiently allocated. This should enhance government's ability to plan and provide those educational opportunities required by an informed citizenry.

Whatever the benefits to institutions and organizations, the entire structure provided by the CEU rests on its obvious relevance to the individual participant-learner. The availability of recognition and a permanent record should make the pursuit of knowledge through continuing education much more attractive. Such a record provides evidence of growth and demonstrates effort in career and personal development. It encourages long-range goals and sequential design. The learner can work at an individual pace and use widely

scattered resources, assured that evidence of his or her educational effort can be consolidated and exchanged between institutions and employers, across geographical areas and from one time period to another. Thus, his own goals, those of his employer, and ultimately the goals of an informed and progressive society should be significantly served by the uniform adoption and use of CEU.

RECORD SYSTEMS

User groups must be able to evaluate programs for which CEU are awarded. Sponsors must, therefore, establish permanent participant records which convey accurate and descriptive data. These data should be capable of standardization so that interested parties can analyze the state of continuing education within an institution or throughout an area. The National Task Force decided that these needs would be best served by including the following information on all permanent records:

1. Name and address of the awarding organization or institution.
2. Name of the individual participant.
3. Social Security number of the individual participant.
4. Title of the program or activity (the title should be as descriptive as possible).
5. A brief description of the program or activity giving some indication of content, level, objectives and format.
6. Starting,or at least ending,dates of the program or activity.
7. Number of continuing education units awarded.

Optionally, records might also contain:

1. Evaluation of individual performance, if available.
2. Instructor identification.
3. Location of the program (city or facility).

4. Cooperating organization-company, agency, association, or institution.

5. Additional personal information about the participant (address, date of birth, educational background, employment status, program status, etc.).

When a continuing education activity for which CEU will be awarded is offered, a program planning committee or the staff directing the program will have to assign an appropriate CEU value to the activity. The criteria which will constitute completion of the program must also be determined in advance. Sponsors will probably rely on a program planning form (see Appendix C) which will include information for internal management and for CEU application. This can be signed by the program director and sent through the necessary administrative channels. The student will be expected to register and, after completion of the program, the program director will sign the form if CEU are to be awarded.

Records can then be listed by individuals and also by activities. Listing by individuals eliminates problems caused by students forgetting program titles and dates, and repeated participation can be compiled in one data location. Listing by activities will be useful for institutional purposes and for specific interest groups seeking material relevant to their special needs. The use of both listings provides for cross-referencing and checking. CEU earned should be recorded whenever they are granted, regardless of the student's

current need for a record. The requirements of a permanent record system of this sort should discourage the proliferation of sponsors and limit sponsorship to the seriously intentioned.

The classification system to be used for continuing education activities is an essential consideration in developing adequate record systems. Classification systems designed for credit courses are not easily transferred to continuing education programs. Such programs often focus on specific problems; they may be interdisciplinary, and they frequently fall outside traditional discipline areas. A classification system which can accurately describe these programs must be extremely flexible and demands its own terminology. Additionally, the system should be easy to use, so that classification can be done by unspecialized personnel with minimal training.

The Task Force did not agree on any single classification system as entirely satisfactory. Some aspects of a system may eventually be dictated by the data requested by the U.S. Office of Education. In the absence of a national standard, sponsors will be forced to adopt or develop a classification system of their own. The systems currently in use are essentially academic and may not encompass the full range of continuing education. They do, however, suggest approaches which may be helpful to organizations and institutions planning a continuing education records system.

The Georgia Center for Continuing Education classifies all programs according to their primary purpose. Each program is assigned to one of five areas representing a major institutional commitment. A further subdivision provides necessary detail, and flexibility is

built in through the addition of new subcategories.

1. Programs dealing with problems and issues of society
   - 1.01 Health and Safety
   - 1.02 Human Relations and Communications
   - 1.03 Education
   - 1.04 Government
   - 1.05 Business
   - 1.06 Law and Law Enforcement
   - 1.07 Community Development
   - 1.08 Aging
   - 1.09 Social Change
   - 1.10 Environment
   - 1.11 Agriculture and Food Production

2. Programs dealing with subjects of personal interest
   - 2.01 Leisure Time Activities
   - 2.02 Cultural Enrichment
   - 2.03 Expanding Knowledge About the World and Its People
   - 2.04 Civic and Economic Understanding

3. Programs dealing with skills and/or knowledge for occupational improvement
   - 3.01 The Professions
   - 3.02 Business and Industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and Law Enforcement
   - 3.06 Clerical
   - 3.07 Trades and Technologies
   - 3.08 Agriculture and Food Production
   - 3.09 Social Services

4. Programs dealing with subjects related to intellectual skills and development
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Languages
   - 4.04 Mathematics
   - 4.05 Critical and Creative Thinking
   - 4.06 Listening

5. Programs dealing with subjects related to personal life problems and demands
   - 5.01 Finance
   - 5.02 Foods and Nutrition
   - 5.03 Family Living
   - 5.04 Child Development
   - 5.05 Health and Safety
   - 5.06 Personal Assessment
   - 5.07 Consumer Understanding

The classification system to be used in the Iowa State plan resembles Georgia's and has been designed to accommodate as many as eight additional digits according to the preferences of the sponsoring institution. Thus, any institution can subscribe to the state recording system and will be able to maintain its own identifying numbers.

The University of Missouri relies on the Office of Education's Higher Education General Information Survey (HEGIS) code which uses the Western Interstate Commission for Higher Education (WICHE) program classification system. The code offers the following categorization by discipline or program:

HEGIS Discipline Categories

0100 Agriculture and Natural Resources
0200 Architecture and Environmental Design
0300 Area Studies
0400 Biological Sciences
0500 Business and Management
0600 Communications
0700 Computer and Information Sciences
0800 Education
0900 Engineering
1000 Fine and Applied Arts
1100 Foreign Languages
1200 Health Professions
1300 Home Economics
1400 Law
1500 Letters
1600 Library Science

1700	Mathematics
1800	Military Sciences
1900	Physical Sciences
2000	Psychology
2100	Public Affairs and Services
2200	Social Sciences
2300	Theology
4900	Interdisciplinary Studies
5000	Business and Commerce Technologies
5100	Data Processing Technologies
5200	Health Services and Paramedical Technologies
5300	Mechanical and Engineering Technologies
5400	Natural Science Technologies
5500	Public Service Related Technologies
5600 thru 6500	(Reserved)

Additional PCS Program Categories

6600	Agriculture and Related Industries
6700	Social and Economic Development
6800	Quality of Living
6900	International Extension
7000	(Reserved)
7100	Student Development
7200	Intercollegiate Athletics
7300	Supporting Services
7400	Special Student Services
7500	Unassigned
7600	Unassigned
7700	Unassigned
7800	Unassigned
7900	Unassigned
8000	(Reserved)
8100	Central Operations
8200	Functional Operations
8300	Maintenance Operations
8400	Plant Expansion and Modification
8500	Unassigned
8600	Unassigned
8700	Unassigned
8800	Unassigned
8900	Unassigned
9000	(Reserved)
9100	Other Instruction
9200	Other Organized Research
9300	Other Public Service
9400	Other Academic Support
9500	Other Student Service
9600	Other Institutional Support
9700	Institutional Operations
9800	Outside Agencies
9900	Institution Unique

These categories are further subdivided as, for example, in education:

0800 EDUCATION

Includes those subject field designations related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

0801 Education, General
0802 Elementary Education, General
0803 Secondary Education, General
0804 Junior High School Education
0805 Higher Education, General
0806 Junior and Community College Education
0807 Adult and Continuing Education
0808 Special Education, General
0809 Administration of Special Education
0810 Education of the Mentally Retarded
0811 Education of the Gifted
0812 Education of the Deaf
0813 Education of the Culturally Disadvantaged
0814 Education of the Visually Handicapped
0815 Speech Correction
0816 Education of the Emotionally Disturbed
0817 Remedial Education
0818 Special Learning Disabilities
0819 Education of the Physically Handicapped
0820 Education of the Multiple Handicapped
0821 Social Foundations (History & Philosophy of Education)
0822 Educational Psychology (Include Learning Theory)
0823 Pre-Elementary Education (Kindergarten)
0824 Educational Statistics and Research
0825 Educational Testing, Evaluation, and Measurement
0826 Student Personnel (Counseling and Guidance)
0827 Educational Administration
0828 Educational Supervision
0829 Curriculum and Instruction
0830 Reading Education (Methodology and Theory)
0831 Art Education (Methodology and Theory)
0832 Music Education (Methodology and Theory)
0833 Mathematics Education (Methodology and Theory)
0834 Science Education (Methodology and Theory)
0835 Physical Education

0836 Driver and Safety Education
0837 Health Education (Include Family Life Education)
0838 Business, Commerce, and Distributive Education
0839 Industrial Arts, Vocational and Technical Education
0899 Other, Specify

The State Council of Higher Education for Virginia requires that all public service programs offered in the state, for which CEU are awarded, be reported semi-annually according to the following classification:

Area I - Programs which are wholly structures to provide skills and/or knowledge for occupational improvement in fields, such as:

Code	Area
101	The Professions
102	Business and Industry
103	Government
104	Law and Law Enforcement
105	Clerical Services
106	Trades and Technologies
107	Health Services
108	Agriculture and Food Production
109	Other

Area II - Programs specifically organized to provide help in the solution of problems confronting the State, such as:

Code	Area
201	Health and Safety
202	Human Relations and Communications
203	Education
204	Criminal Justice
205	Community Development and Housing
206	Aging
207	Citizenship
208	Environment
209	Agriculture and Production
210	Other

Further innovations will doubtless develop as sponsors and user groups gain experience about their recording needs. The appeal of a short, simple classification system is, of course, great, but a more complicated system such as that provided by the HEGIS/WHICHE codes (Appendix D) may be required as the ultimate solution. Questions have already been raised about the problems of classifying according to program thrust. A course, for example, in health care or law enforcement, may well improve occupational skills and at the same time provide help in solving pressing social problems.

Regardless of the classification method used, institutions initiating a continuing education records system should note that systems of this sort may be expected to have more input than output, and are, thus, likely to tie up storage space. Once user groups begin to take advantage of the CEU, output volume should rise. In the interim, transcript fees will be high unless system costs can be recovered at the input stage. The cost of records processing may, thus, be an important factor in determining registration fees for continuing education programs.

Since continuing education records will often be requested for job applications, consideration should also be given to minimizing retrieval time. CEU records can be integrated with an existing credit system, but continuing education input is continuous, whereas, these systems undergo particularly heavy use at the beginning and the end of school terms. Special procedures may be necessary to assure efficient CEU output during these periods.

Equipment needs will vary according to the finances and manpower available and the anticipated volume of participation. In some cases, a filing cabinet may be quite sufficient. Microfilm and microfiche offer the advantage of a low initial outlay for equipment and personnel. One person can be trained to coordinate information and provide retrieval services. A considerable volume of input can be handled at a relatively low cost per unit, and data can be transferred to magnetic tape at a later date. Computers and punch card equipment require specialization in design and maintenance, and for all their advantages, are less flexible in storing things like program brochures and faculty credentials. Storage methods can be combined, of course. The Georgia Center, where approximately 600 programs involve 30,000-40,000 participants each year, uses computer storage for participant information and microfilm for program information. Program information could be filed, but this requires considerable space. One hundred feet of microfilm, however, will hold 2,400 sheets of 8 1/2 " X 11" paper.

The University of Missouri-Rolla, provides an example of a computer based system. That institution uses an IBM 360/50 computer with a direct access device, either disc or drum. Each disc can store information for 150,000 students. The program is written in PL1, but another programming language could be adopted. A student can be given a cumulative record of all courses attended in the university. Missouri has assessed the direct cost for an individual entry of student and program information, one transcript retrieval, and mailing costs at $40 per one hundred students or $.40 per participant.

Increasing student mobility may necessitate a central information source for continuing education participation. Separate records housed at several institutions could be too cumbersome and time consuming for easy access. Thus, a learner may wish to designate one institution as his or her record keeper. Institutions may find consortiums a practical approach to record keeping, or they may wish to provide or obtain recording services on a contract basis. Alternatively, some thought has been given to establishing a national center for continuing education unit records. Individual institutions would automatically send transcripts to the national repository, and a single request by a person or for a person would, thus, elicit a record of all continuing education activities undertaken at any time or in any place.

ISSUES?

Almost without exception, the available literature on CEU has been written by supporters. The increasing number of institutional guide books are, obviously, being written by the already committed. Early articles on the CEU were written largely to publicize the unit's existence. More recent material has sought to further its rapid implementation. A few articles have been devoted to specific uses for a uniform unit, (funding, for example) and a few more discuss procedural details. Critics, if any, are apparently awaiting further evidence. Meanwhile, a study of the literature suggests three areas of potential controversy and confusion.

First, sponsors may encounter difficulties in deciding whether or not CEU should be granted for certain kinds of activities. Some educational formats, such as short courses, clearly meet the criteria for applying the continuing education unit. This kind of educational experience is likely to be properly organized, have a responsible sponsor, be capably directed, and be taught by a qualified instructor. Other formats are less well defined. Conferences offer special problems in organization and, when large, may not provide accurate attendance records. Nevertheless, if the sponsor determines a continuing education activity to be worthwhile, CEU commensurate with the format and duration of the learning experience should be assigned. It will then, as always, be up to the "user group" to decide whether or not any given CEU help its constituent member achieve the desired goals. Work experience has also been an area of some misunderstanding, though the Criteria and

Guidelines should clarify any further problems. An unsupervised apprenticeship should not qualify for CEU, whereas, an organized vocational training program clearly should qualify. Similarly, in-service training which involves a qualified instructor does meet CEU criteria, but this should not be confused with the job improvement sessions which go on in most occupations all the time. Finally, although the Task Force clearly intended adult liberal education to qualify for CEU, some have argued that this is an area of personal enrichment which need not be formalized by a records system. CEU, according to this view, should be confined to vocationally oriented continuing education program.

A second controversial area involves the relationship of the continuing education unit to academic credit. As long as credit is never given for non-credit activities, no question of converting CEU into credit hours will arise. And in most cases, the career and avocational orientation of continuing education programs will minimize the number of activities which would be relevant to programs which aim at diplomas and degrees. Concern over this issue is largely the result of current discussion of non-traditional degree programs, some of which are already operational. If credit is going to be given for a wide range of educational activities, some activities for which CEU have already been awarded are bound to come up for consideration, and some administrators have expressed alarm over the problems which would arise if they were expected to develop a ratio

for converting CEU to credit hours. Such problems should be, and probably can be, avoided. Degree granting institutions have their own criteria for evaluating an educational experience, and it is for them to decide whether or not those criteria have been met. The fact that the experience merited a certain number of CEU should not eliminate the need for that decision. The competency-based examination can serve as an example here. Those institutions which allow degree credit for satisfactory achievement on the College Level Examination Program (CLEP), do so without regard to the source of the student's information. Conceivably, a student could acquire the knowledge necessary for passing this exam through course work for which CEU were awarded. To gain academic credit, however, the student would still be expected to take the exam and would still be expected to meet the proficiency standards set by the institution. In short, a program judged by a degree granting institution to be worthy of credit should get credit; a program judged by a CEU granting institution to be worthy of CEU should get Continuing Education Units. Those few programs worthy of both CEU and academic credit in no way jeopardize either the credit system or the CEU system. The two systems operate according to independent standards, and as long as administrative policies prohibit automatic transfer of recognition between the two, conflicts should be minimal.

Finally, the problem of maintaining quality control over non-credit educational activities may require further consideration. The sources of sponsorship of non-credit work are extremely varied,

and the criteria for defining "qualified instruction" are not well defined outside the academic community. It has been suggested that the market place will serve as an accrediting function by recognizing only those programs which truly serve a continuing education need. Nevertheless, the National Task Force suggested that the authority to use the CEU trademark could only be granted to those institutions which could demonstrate accountability. Thus, guidelines and standards similar to those used by accrediting systems would have to be applied to institutions which sought to use the CEU.

Accordingly, the Task Force recommended to the NUEA Board of Directors that:

1. NUEA, or a subsidiary organization established by the NUEA, become responsible for distribution of the Criteria and Guidelines for the Use of the CEU and the CEU logo.

2. A price of $5.00 per copy be established for the printing, and distribution, and servicing costs associated with the Criteria and Guidelines. A lower price per copy will probably be established for quantity purchases.

3. Proper registration of the logo be obtained from the Patent Office of the Department of Commerce.

4. An application form be developed for those who wish to use the CEU logo in order that pertinent information as to the nature of the institutions or organizations be obtained, and that a national inventory be kept of all institutions of higher education, professional societies, profit and non-profit organizations making application to use the logo.

5. The logo be made available only to those users of the CEU who sign a statement of intent on the application to fully meet the organizational and other requirements contained in the Criteria and Guidelines for the Use of the CEU.

6. Any and all existing accrediting associations, professional organizations or duly established bodies become fully responsible for evaluating the use of the CEU by their membership.

7. A national advisory council, representing the continuing education interests of the nation be established following the last meeting of the National Task Force on the CEU. This successor group might be identified as the National Advisory Council on the Continuing Education Unit to assist with communications and understanding among the users of the CEU, and to maintain the national interests that have been created to date with reference to continuing education.

With the acceptance of these recommendations at the April, 1974, annual meeting of the National University Extension Association, the work of the National Task Force on the CEU was nearly completed. A uniform unit of measurement for non-credit continuing education programs is now available. The CEU was developed in response to a wide variety of needs. Hopefully, those needs can now be adequately and effectively met.

APPENDIX

APPENDIX A

NATIONAL PLANNING COMMITTEE

Participating Organizations in the National Planning Conference Conducted in Washington, D. C., July 1 and 2, 1968:

Adult Education Association of the U.S.A.
AFL-CIO
American Association of Collegiate Registrars and Admissions Officers
American Association of Junior Colleges
American Association of State Colleges and Universities
American Council on Education
American Hospital Association
American Medical Association
American Society of Engineers
American Society for Engineering Education
American Society for Personnel Administration
American Society for Public Administration
Association of University Evening Colleges
Cambridge Institute for Management Education
Commission on Engineering Education
E. I. DuPont de Nemours and Company, Inc.
Engineers Council for Professional Development
Engineers Joint Council
General Learning Corporation
McGraw-Hill, Inc.
National Academy of Engineers
National Home Study Council
National Society of Professional Engineers
National University Extension Association
Office of Emergency Planning, Executive Offices of the President
Science Research Associates
United Auto Workers
United States Armed Forces Institutes
U.S. Civil Service Commission
U.S. Department of Commerce
U.S. Department of Defense
U.S. Department of Health, Education and Welfare
U.S. Department of the Air Force, DOD
U.S. Office of Education

APPENDIX B

NATIONAL TASK FORCE ON THE CONTINUING EDUCATION UNIT

Chairman--WILLIAM L. TURNER, North Carolina State University, Raleigh, North Carolina (1968-)

Vice Chairman--PAUL J. GROGAN, University Extension, University of Wisconsin, Madison, Wisconsin (1968-)

Secretary--KEITH E. GLANCY, Evening College, The Johns Hopkins University, Baltimore, Maryland (1968-)

Members

WARREN G. BALL, American Medical Association, Chicago, Illinois (1968-)

LEONARD R. BRICE, American Society for Personnel Administration, Berea, Ohio (1968-)

EDWARD H. COX, Employee Relations Department, Personnel Development Division, E.I. duPont de Nemours, Wilmington, Delaware (1968-)

FRANK DICKEY, National Commission on Accrediting, Washington, D.C. (1969-)

ROBERT B. ELLIS, Registrar, University of Mississippi, University, Mississippi (1969-70, representing AACRAO)

JOHN W. ENELL, American Management Associations, New York, New York (1973-)

WILLIAM L. HARDY, United Auto Workers, Detroit, Michigan (1968-1970)

REGINALD M. JONES,JR., Bureau of Training, Civil Service Commission, Washington, D.C. (1968-)

FLORENCE B. KEMP, National Center for Educational Statistics, U.S. Office of Education, Washington, D.C. (1973-)

CHARLES F. LINDBLADE, Chicago City College, Chicago, Illinois (1970-1973, representing AACRAO)

TREADWAY C. PARKER, American Management Association, New York, N.Y. (1969-1972)

ROBERT J. PITCHELL, National University Extension Association, Washington, D.C. (1968-)

MORRIS B. ULLMAN, U.S. Office of Education, Washington, D.C.--
Retired (1968-)

JOHN W. VLANDIS, University of Connecticut, Storrs, Connecticut
(1973-, representing AACRAO)

Consultants to the Task Force

LOUIS E. PHILLIPS, Division of Continuing Education, Furman University,
Greenville, South Carolina (1973-)

JOHN A. RHODES, JR., Memphis State University, Memphis, Tennessee (1973-)

APPENDIX C

REPORTING PROCEDURES

Iowa State Plan

University System of Georgia

University of Virginia

Indiana University

Purdue University

A Small Vocational or Community College

P.A.C.E. (Professional Acknowledge for Cont. Ed.)

SAMPLE

SAMPLE CEU RECORD

THIS IS TO CERTIFY

THAT

JOE DOE, 447-50-4890
1020 Third Avenue
Anytown, Iowa 50000

has successfully completed the

following continuing education program

offered by

(institution name and address)

COURSE TITLE	BRIEF COURSE DESCRIPTION
COMPUTOR METHODS OF OPTIMUM STRUCTURAL DESIGN	MATHEMATICAL FORMULATION, FORTRAN PROGRAMMING AND COMPUTER SOLUTIONS OF STRUCTURAL ANALYSIS AND DESIGN PROBLEMS: USE OF PROGRAMS FOR SOLUTION OF PRACTICAL DESIGN PROBLEMS. SHORT COURSE FORMAT. (Include co-sponsoring agency).

DATE CEU AWARDED	NUMBER OF CEU'S AWARDED	DATE OF CEU RECORD
10/20/73	7	?

(NAME OF CERTIFYING OFFICER)

(TITLE OF CERTIFYING OFFICER)

REGISTRATION FORM

Social Security No.	Last Name	First Name	Middle Initial

Address Street	City	Zip	Date

Home Phone	Business Phone	Birth Date			Check One
		Month	Day	Yr.	___Male ___Female

Occupation-Job Title Employer

Highest Grade of School Completed (optional)

Check One (optional)
___Negro ___American Indian
___Oriental ___Spanish American
___Caucasian(White) ___Other Than Listed

Instructor's Name Name of Course

Day(s) Class Meets						Meeting Time	No. of Meetings
M	T	W	T	F	S		

Town	Location of Class Building	Room

Name of Firm to be Billed	Fee	Books	Other Fees	Total

Do Not Write Below This Line - Instructor's Use Only

Attendance Record

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		Total Hours Attended
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

Was a Certificate of Satisfactory Completion Awarded? ___Yes ___ No

Grade if Course is Taken for Credit_____

Supervisor or Instructor

Signature

White--office copy; Yellow--receipt; Buff-instructor's copy
(To be completed and returned to the Adult Education Director at the end of the course).

SAMPLE

PROGRAM APPROVAL FORM

1. Date of Request: _____

2. Course Title: _____

3. Brief Course Description and Format: _____

_____

_____

_____

4. Course Objectives: _____

_____

_____

_____

_____

5. Target Audience to be Served: _____

6. Starting Date: _____ Ending Date: _____

7. Program Classification: _____

8. Number of CEU's Requested: _____

9. Location of Course Offering: _____

10. Sponsoring Institution: _____

11. Cooperating Non-educational Institution: _____

12. Description of Evaluation Procedure: _____

_____

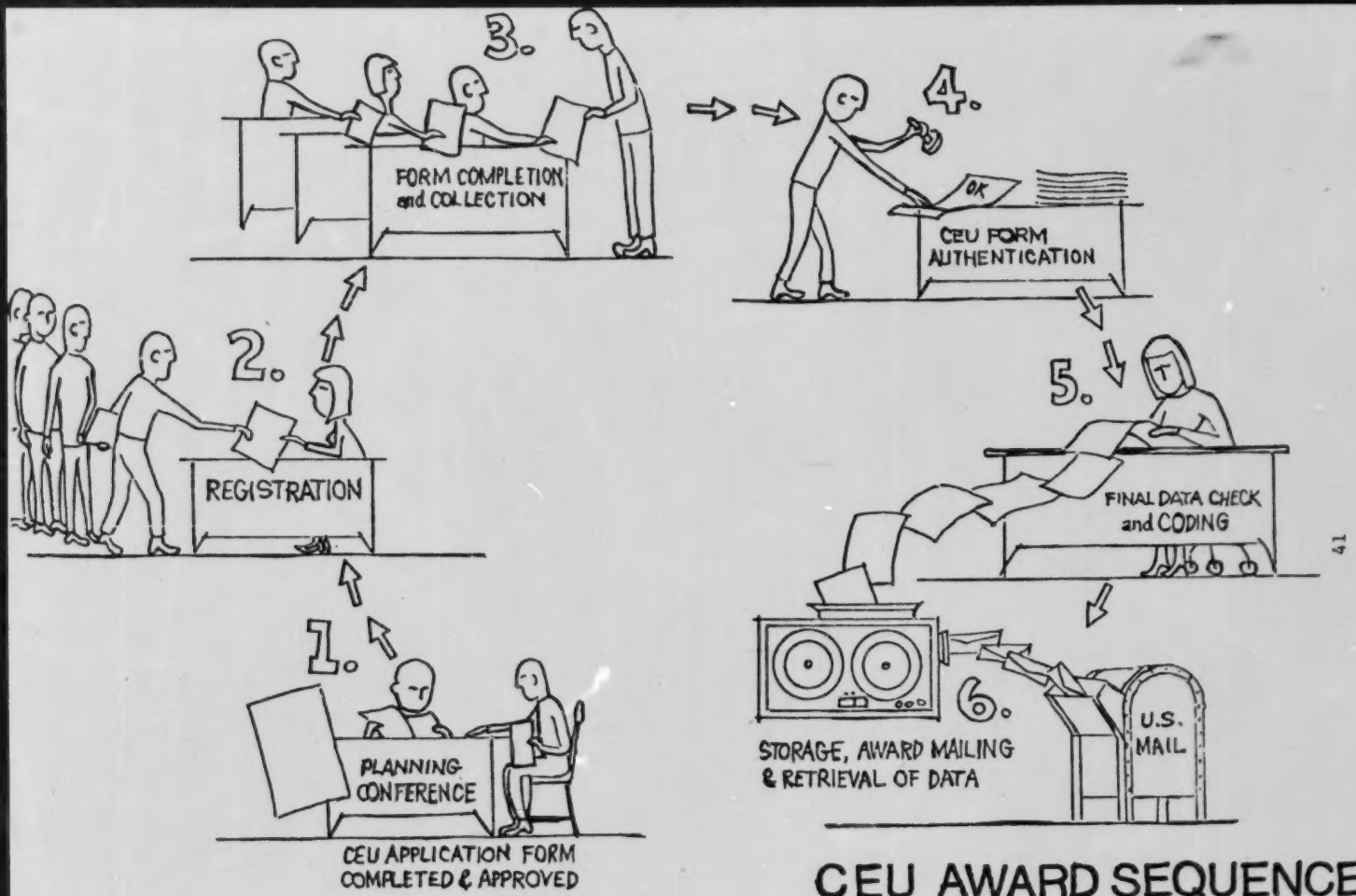
_____

13. APPROVED:

_____ _____
Course Instructor Date

_____ _____
Institutional Officer Date

14. Comments: _____



CEU AWARD SEQUENCE

Form CEU 1 CEU APPLICATION FORM

1. Date of request: _____ 2. Starting date:* _____ 3. Ending date:* _____

4. Program title:* _____ 5. Program number:* _____
(50 Digit Limit)

6. Target audience to be served: _____

7. Program objectives:

8. Brief program description:*
(100 Digit Limit)

9. Program classification codes: (State)* _____ (HEGIS)* _____

10. Program format code* _____

11. Program location (County)* _____

12. Sponsoring unit:* _____ 13. CEUs requested:* _____

14. Cooperating organizations:

15. Evaluation procedure:

16. Comments:

APPROVED _____ Date _____
(Program Chairperson)

_____ Date _____
(Dean(s) or Administrative Officer(s))

_____ Date _____
(Director - Conferences & Institutes)

_____ Date _____
(Dean - Division of Extension and University Services)

* Indicates data will be programmed into the U of I computer for storage, and for consolidation and recall as required.

Form CEU 2

CEU AWARD RECORD

_____* Name: _____*
Social Security Number (Last) (First) (Middle Initial)

Highest degree or grade completed: Address: _____*
(Street)

_____* _____
(City)

_____
(State) (Zip Code)

Male*____ Female*_____ Home Telephone: Area Code (_____) _____

Check one:*

1_____ American Indian/Native American
2_____ Black/Afro-American
3_____ Mexican American/Chicano
4_____ Oriental/Asian American
5_____ White/Caucasian
6_____ Foreign with VISA
7_____ Puerto Rican (Mainland)
8_____ Puerto Rican (Commonwealth)
9_____ Other (Identify) _____
10_____ I prefer not to identify myself.

Employer's Name: _____ Telephone: _____

Employer's Address: _____
(Street) (City)

_____
(State) (Zip Code)

Your Job Title: _____

CEU Program Number* _____ CEUs Earned* _____

Special Notations:

Signature of Certifying Offical _____

* Indicates data will be programmed into the U of I computer for storage, and for consolidation and recall as required.

Form CEU 3

THE UNIVERSITY OF IOWA
Iowa City, Iowa 52242
Division of Extension and University Services

CEU RECORD

This is to certify that: xxxxxxxxxxxxxxxxxx,xxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxx Please check your social security

xxxxxxxxxxxxxxxxxxxxxxxxxx number below and report any error.

xxxxxxxxxxxxxxxxx xxxxxxx xxx xx xxxx

has successfully completed the following continuing education programs:

Program Title	Date Completed	CEU Awarded
xxxxxxxxxxxxxxxxxxxx

Form CEU 4

Last Name First Middle

Home Address

City and State or Country Zip Code

A CUMULATIVE RECORD OF
PARTICIPATION IN CONTINUING
EDUCATION PROGRAMS AT

THE UNIVERSITY OF IOWA
Iowa City, Iowa

University Number

Page

Print Date

	Program Title	Program Description	Date	C.E.U.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

The Continuing Education Units (CEU) RECORD above were awarded on the basis of participation in program(s) approved by the Dean of the Extension Division of the University of Iowa. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Total Continuing Education Units

Registrar

REPORTING PROCEDURES

Each Institution should duplicate the Service Report Forms provided and use them in reporting their Service efforts to the Office of the Vice Chancellor for Services. The following schedule of reporting will be used:

Activities completed during June, July, and August will be reported before October 31.

Activities completed during September, October, and November will be reported before January 31.

Activities completed during December, January, and February will be reported before April 30.

Activities completed during March, April, and May will be reported before July 31.

Any variation in the use of the reporting forms found in this appendix must be approved by the Vice Chancellor for Services.

The cumulative annual report is to be submitted in July following the end of the fiscal year; it should be submitted along with the quarterly report which is due in July. Only Form 4 should be used for the cumulative annual report.

PARTICIPANT SUMMARY REPORT

Institution _____ Date _____

Reporting Period _____

	Category I	Category II
I. Demographic Information		
A. Sex*		
1. Female	_____	_____
2. Male	_____	_____
3. Information Not Available	_____	_____
B. Age Range*		
1. Under 22	_____	_____
2. 22-35	_____	_____
3. 36-55	_____	_____
4. Over 55	_____	_____
5. Information Not Available	_____	_____
C. Participants*		
1. Black	_____	_____
2. Caucasian	_____	_____
3. Other	_____	_____
4. Information Not Available	_____	_____

*Information may be obtained empirically if necessary.

II. Total participants in Category III activities _____

III. Total participants in Categories I, II, and III _____

IV. Registrations by states (For Categories I and II only):

Alabama	_____	Louisiana	_____	North Dakota	_____
Alaska	_____	Maine	_____	Ohio	_____
Arkansas	_____	Maryland	_____	Oklahoma	_____
Arizona	_____	Massachusetts	_____	Oregon	_____
California	_____	Michigan	_____	Pennsylvania	_____
Colorado	_____	Minnesota	_____	Rhode Island	_____
Connecticut	_____	Mississippi	_____	South Carolina	_____
Delaware	_____	Missouri	_____	South Dakota	_____
Dist. of Columbia	_____	Montana	_____	Tennessee	_____
Florida	_____	Nebraska	_____	Texas	_____
Georgia	_____	Nevada	_____	Utah	_____
Hawaii	_____	New Hampshire	_____	Vermont	_____
Illinois	_____	New Mexico	_____	Virginia	_____
Idaho	_____	New Jersey	_____	Washington	_____
Indiana	_____	New York	_____	West Virginia	_____
Iowa	_____	North Carolina	_____	Wisconsin	_____
Kansas	_____			Wyoming	_____
Kentucky	_____				
				TOTAL U.S.	_____
				NON-U.S.	_____
				INFORMATION NOT AVAILABLE	_____

Service Report Form 1a

V. Registrations by Georgia counties

Appling ____	Evans ____	Newton ____
Atkinson ____	Fannin ____	Oconee ____
Bacon ____	Fayette ____	Oglethorpe ____
Baker ____	Floyd ____	Paulding ____
Baldwin ____	Forsyth ____	Peach ____
Banks ____	Franklin ____	Pickens ____
Barrow ____	Fulton ____	Pierce ____
Bartow ____	Gilmer ____	Pike ____
Ben Hill ____	Glascock ____	Polk ____
Berrien ____	Glynn ____	Pulaski ____
Bibb ____	Gordon ____	Putnam ____
Bleckley ____	Grady ____	Quitman ____
Brantley ____	Greene ____	Rabun ____
Brooks ____	Gwinnett ____	Randolph ____
Bryan ____	Habersham ____	Richmond ____
Bulloch ____	Hall ____	Rockdale ____
Burke ____	Hancock ____	Schley ____
Butts ____	Haralson ____	Screven ____
Calhoun ____	Harris ____	Seminole ____
Camden ____	Hart ____	Spalding ____
Candler ____	Heard ____	Stephens ____
Carroll ____	Henry ____	Stewart ____
Catoosa ____	Houston ____	Sumter ____
Charlton ____	Irwin ____	Talbot ____
Chatham ____	Jackson ____	Taliaferro ____
Chattahoochee ____	Jasper ____	Tattnall ____
Chattooga ____	Jeff Davis ____	Taylor ____
Cherokee ____	Jefferson ____	Telfair ____
Clarke ____	Jenkins ____	Terrell ____
Clay ____	Johnson ____	Thomas ____
Clayton ____	Jones ____	Tift ____
Clinch ____	Lamar ____	Toombs ____
Cobb ____	Lanier ____	Towns ____
Coffee ____	Laurens ____	Treutlen ____
Colquitt ____	Lee ____	Troup ____
Columbia ____	Liberty ____	Turner ____
Cook ____	Lincoln ____	Twiggs ____
Coweta ____	Long ____	Union ____
Crawford ____	Lowndes ____	Upson ____
Crisp ____	Lumpkin ____	Walker ____
Dade ____	McDuffie ____	Walton ____
Dawson ____	McIntosh ____	Ware ____
Decatur ____	Macon ____	Warren ____
DeKalb ____	Madison ____	Washington ____
Dodge ____	Marion ____	Wayne ____
Dooly ____	Meriwether ____	Webster ____
Dougherty ____	Miller ____	Wheeler ____
Douglas ____	Mitchell ____	White ____
Early ____	Monroe ____	Whitfield ____
Echols ____	Montgomery ____	Wilcox ____
Effingham ____	Morgan ____	Wilkes ____
Elbert ____	Murray ____	Wilkinson ____
Emanuel ____	Muscogee ____	Worth ____

INFORMATION NOT AVAILABLE ____

TOTAL ____

QUARTERLY PROGRAM REPORT

Institution _____ Date _____

Reporting Period _____

A. Classification Code	B. Category Code	C. Program Format Code	D. Program Title	E. Location (City)	F. Program Length Hours	G. No. Participants	H. No. Participant Hours	I. CEU's Per Person	J. Total Institutional Effort in CEU's
				TOTAL					

Service Report Form 2 (Instructions on Reverse)

Instructions for Service Report Form 2 – Quarterly Program Report

The following information is required in order to complete this report:

A. Program Classification Code Number – Each program shall be classified by a three digit numbering system utilizing the following classification system. For reporting purposes, programs should be grouped by activity category (i.e., I, II, III), and by classification code in sequential order within the activity category.

1. Problems and issues of society in . . .
   - 1.01 Health and safety
   - 1.02 Human relations and communications
   - 1.03 Education
   - 1.04 Government
   - 1.05 Business
   - 1.06 Law and law enforcement
   - 1.07 Community development
   - 1.08 Aging
   - 1.09 Social Change
   - 1.10 Environment
   - 1.11 Agriculture and food production

2. Subjects of personal interest . . .
   - 2.01 Leisure Time activities
   - 2.02 Cultural enrichment
   - 2.03 Expanding knowledge about the world and its people
   - 2.04 Civic and economic understanding

3. Skills and/or knowledge for occupational improvement in . .
   - 3.01 The professions
   - 3.02 Business and industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and law enforcement
   - 3.06 Clerical
   - 3.07 Trades and technologies
   - 3.08 Agriculture and food production
   - 3.09 Social Services

4. Subjects related to intellectual skills development in . . .
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Language
   - 4.04 Mathematics
   - 4.05 Critical and Creative thinking
   - 4.06 Listening

5. Subjects related to personal life problems and demands . . .
   - 5.01 Finance
   - 5.02 Foods and nutrition
   - 5.03 Family living
   - 5.04 Child development
   - 5.05 Health and safety
   - 5.06 Personal Assessment
   - 5.07 Consumer understanding

B. Category Code
   1. Category I
   2. Category II
   3. Category III

C. Program Format Code (Refer to Appendix I for definition)
   1. Conference
   2. Institute
   3. Short course
   4. Workshop
   5. Seminar
   6. Special Training program
   7. Other

D. Program Title should be descriptive of the particular course (Example: "Management Seminar" may be expanded to "Management Seminar for City of Atlanta Employees.")

E. Enter the location (city) in which instruction takes place for the program.

F. Length of program in hours, excluding lunch breaks or other times the participants are not actively involved in instructional sessions.

G. Total participants enrolled in a Continuing Education activity This number may represent an *average number* if attendance varies over the period of the course.

H. Participant hours: Cumulative total hours participants are in instructional sessions (Example: 20 participants X 10 hours of Instruction = 200 participant hours.)

I. CEU's per person (per program). This applies only to Category I programs.

J. Enter the total number of institutional CEU's for all categories. The total number of institutional CEU's is found by dividing the total number of participant hours for the program by 10. (Example: 1,000 participant hours divided by 10 equals 100 institutional CEU's). *Institutional CEU's should be reported in all categories.*

FACULTY PARTICIPATION REPORT

Institution _____ Date _____

Reporting Period _____

	Non - Duplication
I. Number of Faculty From Reporting Institution.	
II. Number of Faculty From Other Institutions of Higher Education in University System	
III. Other	
IV. Total	

Instructions:

This report will provide information on the status of individuals serving as faculty in Public Service activities and their institutional affiliations.

Regardless of the number of Public Service activities in which a faculty member participates during a quarter, he or she will be counted on the Faculty Participation Report only once. There should not be duplicate reporting for faculty members participating in more than one activity.

Service Report Form 3

INSTITUTIONAL SUMMARY REPORT OF CEU ACTIVITIES*

Institution _____ Date _____

Reporting Period _____

Category	Total No. Programs	Number of Participants		Total No Participant Hours	Total Institutional CEU's
		Rec'd CEU's	Not Rec'd CEU's		
I					
II					
III					
TOTALS					

÷ 15 = _____ **

* A copy of the report should be forwarded by the Registrar to the System Director of Admissions and Testing.

** This number will serve as a part of the full-time equivalent student account for the institution when reporting to the University System of Georgia. When reporting to the Southern Association of Colleges and Schools the divisor will be twelve (12). (For the cumulative annual report, the divisor will be 60 when reporting to the University System of Georgia and 48 when reporting to the Southern Association of Colleges and Schools.)

Prepared by:

_____ _____

Service Representative Date

_____ _____

Registrar Date

Service Report Form 4 (Instructions on Reverse)

Service Report Form 4 — Institutional Summary Report of CEU Activities

This report will be prepared by the institutional service representative and the registrar. It will provide a summary of the total number of programs, total number of participants, and total institutional CEU's earned. Please refer back to the explanation of Service Report Form 2 for definition of terms and examples.

UNIVERSITY OF VIRGINIA

CEU PROGRAM APPROVAL

Program Number_____ Consortium Number_____

1. Title of Program_____

2. Sponsoring School or Department_____

3. Program Objectives_____

4. Brief Description_____

5. Format_____ 6. Program Area Code (SCHE)_____

7. Audience_____

8. Estimated Attendance_____ 9. Tentative Dates_____

10. Cooperating Non-Institutional Organizations_____

11. Total Clock Hours of Instruction_____ 12. Number of CEU's Recommended_____

13. Location_____

14. Fee Schedule: Individual Registration Amount_____

Contract Payment - Source_____ Amt._____

15. Refund Policy_____

16. Instructors_____

17. Evaluation Procedure_____

18. Program Director_____

APPROVED:_____ Date_____
School or Departmental Director

_____ Date _____
School of Continuing Education
Assistant Dean for Instruction

COMMENTS:_____

SEE REVERSE SIDE FOR ELIGIBILITY

Copy to: Assistant Dean for Instruction
School of Continuing Education

9/73

ELIGIBLE OFFERINGS

Continuing Education Units shall be awarded only for educational programs which meet the basic criteria presented below. Programs can be classified in either of the following areas:

Area I: Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields, such as:

SCHE CODE	
101	The professions
102	Business and industry
103	Government
203	Education
104	Law and law enforcement
105	Clerical services
106	Trades and technologies
107	Health services
108	Agriculture and food production

Area II: Programs specifically organized to provide help in the solution of problems confronting the State, such as:

FORMAT CODE
A - Conference
B - Institute
C - Short Courses
D - Workshop
E - Seminar
F - Special Training Program

SCHE CODE	
201	Health and safety
202	Human relations and communications
203	Education
204	Criminal justice
205	Community development and housing
206	Aging
207	Citizenship
208	Environment
209	Agriculture and production

Activities classified in the above categories for which Continuing Education Units are to be awarded will meet at least the following standards:

1. The non-credit activity is planned in response to an assessment of educational needs for a specific target population.

2. There is a statement of objectives and rationale.

3. Content is selected and is organized in a sequential manner.

4. There is evidence of pre-planning which should include the opportunity for input by the target group to be served, the faculty area having content expertise, and continuing education personnel.

5. The activity is instructional and is approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.

6. There is provision for registration for individual participants.

7. Evaluation procedures are utilized, and criteria are established for awarding Continuing Education Units to individual students prior to the beginning of the activity.

SOURCE: State Council of Higher Education for Virginia Policies for the Coordination of Continuing Education Offerings of State-Controlled Institutions of Higher Education in Virginia, October 19, 1972.

UNIVERSITY OF VIRGINIA

Awards

____ Continuing Education Unit (s)

to

SAMPLE

For participation in ____ hours of organized instruction in

_____

Date _____

_____
Program Director

The instructional program represented by this certificate was provided in accordance with the criteria and standards of the Southern Association of Colleges and Schools and the National Task Force on the Continuing Education Unit. (See reverse for course description).

PLEASE PRINT — PRESS FIRMLY

NAME: Last, First, Middle

Social Security Number

RFD or Number and Street

Birthdate (Mo. / Day / Yr.)

City, State, Zip

Telephone

*The University of Virginia does not discriminate with regard to race, color, religion, sex, age, or national origin; the information requested below is used in reports the University provides to authorities collecting data to assure equal opportunity for education or employment.

Sex _____ Race or Color _____ Occupation _____

UNIVERSITY OF VIRGINIA

CONTINUING EDUCATION UNIT PROGRAM

INDIANA UNIVERSITY -- O - CONTINUING EDUCATION -- O -- CEU ASSIGNMENT APPLICATION

1. PROGRAM TITLE _____

2. FORMAT: Evening Class, Extension Class, Short Course, Workshop, Seminar, Special Training Program, Other _____

3. PROGRAM DESCRIPTION: _____

4. PROGRAM OBJECTIVES: _____

5. PROGRAM LEVEL: Post Secondary, Undergraduate, Graduate

6. Dates _____ Daily Hours _____

7. Anticipated no. of Participants _____; Minimum ____ Maximum ____

*8. Total program contact hours _____ No. of C.E. Units recommended _____

*One Continuing Education Unit is ten contact hours. Round offs to the nearest tenth.

9. Criteria for determining satisfactory completion in awarding of Continuing Education Units: _____

10. Name of other instructors, if any: _____

11. Approval recommended:

_____ (Program Instructor) _____ (date)

_____ (Academic Department Head) _____ (date)

12. Approval granted for _____ C.E. Units

_____ (Dean of Continuing Education) _____ (date)

Note: Program Instructor: Please complete two copies of this form (items 1-10), secure signatures requested under item 11, and return both copies to the Program Director, Continuing Education Administration, for processing.

CEU FORM 1

1 Aug. 1973

INDIANA UNIVERSITY — CONTINUING EDUCATION — PROGRAM COMPLETION FORM

SECTION I: (To Be Completed By Participant)

NAME _____ SOC. SEC # ___ ___ ___
(last) (first) (middle)

HOME ADDRESS _____
(street) (city) (state) (zip)

AGE GROUP Under 26☐ 26-35☐ 36-50☐ 51-65☐ Over 65☐ SEX M☐ F☐

HIGHEST GRADE COMPLETED (circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Over 20

SECTION II: (To Be Completed By Program Director)

PROGRAM TITLE _____

PROGRAM DATES _____

PROJECT NO: _____ APPROVAL GRANTED FOR ___ C.E. UNITS

SECTION III: (To Be Completed By Program Instructor)

EVALUATION OF PARTICIPANT PROGRAM COMPLETION: ☐ SATISFACTORY
☐ UNSATISFACTORY

If Unsatisfactory, Why? _____

_____

_____

Additional Comments _____

_____

_____

INSTRUCTOR'S SIGNATURE _____ DATE _____

Note: The Program Instructor should have each participant complete Section I of this form. At the conclusion of the program activity, the Instructor should complete Section III, sign, date, and return all forms to the Program Director, Continuing Education Division, for processing.

CEU FORM 2

1 Aug. 1973

DIVISION OF CONFERENCES AND CONTINUATION SERVICES
CONTINUING EDUCATION ADMINISTRATION
PURDUE UNIVERSITY

EFFECTIVE DATE: 1 June 1973 POLICY/PROCEDURE NUMBER: G-4B

Policy/Procedure Title: CONTINUING EDUCATION UNITS, THE ADMINISTRATION, ASSIGNMENT, AND GRANTING OF

POLICY

The Continuing Education Council, Purdue University, at its meeting on 22 February 1973, endorsed the concept of the Continuing Education Unit (CEU) as defined by the National Task Force and approved its use with continuing education offerings at Purdue University.

Use of the CEU is designed to give recognition on a national basis to persons continuing their education and keepin up-to-date in their chosen field by participating in Purdue sponsored non-credit programs.

Objectives

Some specific objectives which the application of the continuing education unit will fulfill are:

1. To systematize the recording and reporting system for participation in noncredit continuing education programs.

2. To provide a uniform system for accumlating quantitative data on participation in continuing education activities.

3. To permit the accumulation, updating, and transfer of the continuing education record of an individual participant.

4. To encourage long-range educational goals and lifelong learning as a process of continuing education while maintaining a professional career in a chosen field.

5. To make the pursuit of knowledge more attractive as a way of personal and professional development.

6. To permit and encourage the typical adult student to marshall and utilize a host of continuing education resources to serve his particular needs.

The Continuing Education Unit is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal.

The Continuing Education Unit

The Continuing Education Unit (CEU) will be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in a systematic way or with any sense of permanence, significance or transferability. The unit will be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as all other programs in adult and continuing education.

ONE CONTINUING EDUCATION UNIT IS DEFINED AS TEN CONTACT HOURS OF PARTICIPATION IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE UNDER RESPONSIBLE SPONSORSHIP, CAPABLE DIRECTION AND QUALIFIED INSTRUCTION.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number of such units over limited periods of time. The CEU has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Partial units may be recorded as called for by taking advantage of the decimal nature of the system of measurement. Example: a 35 hour activity would provide 3.5 CEU's.

Awarding and Granting of Units

The determination of the number of continuing education units to be granted and awarded for a particular educational experience is the responsibility of the Dean of Continuing Education, or his designee, based upon the recommendation of the Program Director and/or Instructor responsible for the format and content of the learning activity.

The number of units will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experienees connected with the program. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

The following suggestions for the possible application of the CEU for Purdue University sponsored programs, are offered as illustrations, but should not be considered as limitations in the use of the unit.

1. Non-credit intensive courses, seminars or workshops in technical and professional areas (i.e., for engineers, lawyers, doctors, teachers, etc.).

2. In-service training programs on new techniques or in technical areas.

3. Programs to be used in partial fulfillment of certificate or licensing requirements.

4. Programs, offered in cooperation with technical or industrial societies through the University, designed to upgrade members in occupation or technical areas.

5. Liberal education courses or workshops for the general public.

6. Paraprofessional or subprofessional training programs.

7. Vocational training programs.

The following types of programs will not be awarded Continuing Education units.

1. Any program carrying academic credit.

2. Programs leading to high school equivalency certificates or diplomas.

3. Orientation programs.

4. Short duration programs only casually related to any specific upgrading purpose or goal.

The following questions must be answered in the affirmative before consideration can be given to awarding units.

1. Does the program meet the requirements of being an "organized continuing education experience?"

2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?

3. Will a record of the units awarded be of value to the participants?

Administration and Record-Keeping

The administration of this program will be done by the Division of Conferences and Continuation Services, Continuing Education Administration, and the records will be kept in the Calendar Office.

PROCEDURES

The forms to be used in the administration of this program are as follows:

CEA Form 200 -- "Application for Assignment of Continuing Education Units for Non-Credit Activity"

CEA Form 201 -- "Participant Information Form for Granting Continuing Education Units"

CEA Form 202 -- "Continuing Education Unit Individual Record for Non-Credit Activity"

Sample copies of these forms are attached to this policy/procedure and will be kept with other forms in the files in Stewart Center 124.

Use of CEA Form 200

1. When the Conference or Special Classes Coordinator has his initial meeting with the activity director (conference chairman or instructor) regarding a non-credit continuing education program which may qualify for the assignment of CEUs, the coordinator will provide that person with informational materials about the Continuing Education Unit. If it appears that the program may qualify, the coordinator will also provide the activity director with copies of CEA Form 200 to be completed and returned as specified on the form.

2. When a copy is returned to the coordinator, he will type in the Project Number (from Form 36), retain a duplicate copy, and forward the original copy to the appropriate Associate Director.

3. The Associate Director will review the form and forward it to the Associate Dean for Continuing Education with his recommendations.

4. The Associate Dean for Continuing Education will then forward the form to the Dean of Continuing Education with his recommendation.

5. After the Dean of Continuing Education or his designee reviews the form he will either approve or disapprove the assignment of CEU's to the Activity.

A. If approved, he will enter the number of CEU's assigned, sign and return the form to the Coordinator via the Associate Dean. The Coordinator will file a Xerox copy of the form in the project folder and send the original to the Calendar Office Coordinator who will file it numerically by project number.

b. If disapproved, he will attach a brief memorandum explaining the reasons for his disapproval so this information may be transmitted via the Associate Dean and the Coordinator to the instructor who submitted the form. Disapproved applications will be filed by the Coordinator in the project folder.

Use of CEA Form 201

1. For approved programs, the Coordinator will complete Section II of CEA Form 201. Multiple copies of this completed form (one for each participant) will be given to the instructor at the beginning of the program for distribution to participants at his discretion.

2. The instructor will have each participant complete Section I and return the form to him. The instructor will retain all forms until such time as he is able to complete Section III pertaining to "Satisfactory Completion." At the close of the program he will sign and date each form and return them to the activity Coordinator.

3. The Coordinator will prepare two Xerox copies of each Form 201: one for each participant who has satisfactorily completed the activity to be distributed to each activity participant; and one for file in the project folder. He will then forward all of the original CEA Form 201's to the Calendar Office Coordinator for filing alphabetically according to last name.

Use of CEA Form 202

CEA Form 202 will be used for recording all CEU's accumulated by an individual who satisfactorily completed Purdue University continuing education programs for which CEU's were authorized. It is, in effect, a "transcript" of the individual's continuing education activities at Purdue University.

1. When the Calendar Office Coordinator receives the CEA Form 201's from the activity coordinator, these forms will be separated by those who satisfactorily completed the activity, and those who did not. For those who did complete the activity, the Calendar Office Coordinator will either prepare a CEA Form 202 for a first-time participant, or will merely list the latest activity on the existing CEA Form 202 for that individual. All of the information necessary to complete the CEA Form 202 will come from CEA Form 201 except for the "Brief Description," "format," and "level." This information will be taken from the CEA Form 200 which is already on file in the Calendar Office. The forms for those who did not satisfactorily complete the program will be filed according to last name.

2. After the CEA Form 202 is completed, it will be filed alphabetically by the participant's last name (Each individual's folder will contain both Forms 201 and 202).

3. Participants desiring a copy of CEA Form 202 for personal use may secure a Xerox copy by paying $1.00 to the CE Business Office. A copy of the request and the receipt will be forwarded to the Calendar Office to notify the Calendar Office Coordinator that copies should be mailed as indicated.

Miscellaneous

1. Promotional materials published in connection with programs which have been approved for the CEU should include a statement similar to the following:

> Purdue University awards Continuing Education Units (CEU's) to individuals who satisfactorily complete certain non-credit courses and programs. This activity, _____, has been approved for _____ CEU's. Although grades are not issued for these activities, the University maintains cumulative records (by name and social security number) of CEU's awarded to individuals. A copy of these records is available upon individual request.

2. Any questions pertaining to the policy and procedures stated herein should be referred to the Associate Dean for Continuing Education.

APPROVED F. K. Burrin 5/24/73

Campus _____ Project No. _____

PURDUE UNIVERSITY
CONTINUING EDUCATION ADMINISTRATION

APPLICATION FOR ASSIGNMENT OF CONTINUING EDUCATION UNITS FOR NON-CREDIT ACTIVITY

1. Activity Title:

2. Format: ☐ Evening Class ☐ Extension Class ☐ Short Course ☐ Workshop
   ☐ Seminar ☐ Spec. Trng. Prgm. ☐ Other _____

3. Description:

4. Objectives:

5. Activity Level: ☐ Post Secondary ☐ Undergraduate ☐ Graduate

6. Dates: _____ Daily Hours _____

7. Anticipated No. of Participants: _____; Minimum _____; Maximum _____

8. Total Activity Contact Hours: _____ No. of C.E. Units Recommended: _____

> NOTE: ONE CONTINUING EDUCATION UNIT IS TEN CONTACT HOURS – ROUND OFF TO NEAREST TENTH.

9. Criteria for Determining Satisfactory Completion in Awarding of Continuing Education Units:

10. Names of Other Instructors, if any:

11. APPROVAL RECOMMENDED: _____
    (Activity Director or Instructor) (Date)

    _____
    (Academic Department Head) (Date)

    _____
    (Academic Dean) (Date)

12. APPROVAL GRANTED FOR _____ C. E. Units: _____ _____
    (Dean of Continuing Education or Regional Campus Dean) (Date)

NOTE: Activity Director – Please complete two copies of this form (items 1-10), secure signatures requested under item 11, and return both copies to the activity coordinator, Continuing Education Administration, for processing.

CEA Form 200
1 June 1973

Campus _____

PURDUE UNIVERSITY
CONTINUING EDUCATION ADMINISTRATION

PARTICIPANT INFORMATION FORM FOR GRANTING CONTINUING EDUCATION UNITS

Section I: (This Section to be completed by Participant)

1. Name _____ (Last) (First) (Middle Initial)

2. Home Address _____ (Street)

_____ (City) (State) (Zip)

3. Social Security No. _____ Sex: M ☐ F ☐

4. Age Group: Under 26 (___); 26-35 (___); 36-50 (___); 51-65 (___); over 65 (___)

5. Number of years of Formal Education Completed: _____

Section II: (This Section to be completed by Activity Coordinator)

Activity Title:

Activity Dates:

Project No.: _____ Approval Granted for _____ C. E. Units

Section III: (This Section to be completed by Activity Instructor)

Satisfactory Completion of Activity by above participant (circle): Yes No
If No, Why?

INSTRUCTOR'S SIGNATURE: _____ DATE_____

NOTE: Activity Director – Please have each participant complete Section I of this form; at the conclusion of the activity, complete Section III, sign date, and return all forms to the activity coordinator, Continuing Education Administration, for processing.

CEA Form 201
1 June 1973

Campus _____

PURDUE UNIVERSITY
CONTINUING EDUCATION ADMINISTRATION

CONTINUING EDUCATION UNIT INDIVIDUAL RECORD FOR NON-CREDIT ACTIVITY

Last Name	First Name	Initial	Street Address	City	State	Zip

Soc. Sec. No.	Sex	Age Group: Under 26 ____; 26-35 ____; 36-50 ____; 51-65 ____; over 65 ____	Years of Formal Education Completed

Project No.	Activity Title	Brief Description	Format	Level	Dates	CE Units Granted

CEA FORM 202
1 June 1973

ANYWHERE AREA VOCATIONAL CENTER

Anywhere, South Carolina

Please print: CONTINUING EDUCATION APPLICATION class code_____

Name _____ Sex ( )M ( )F
last first initial

Address_____ Marital Status ( )S ( )M

City_____ Race_____

Social Security_____ Date of Birth_____

Telephone_____ Occupation_____
home

_____ Highest Grade Completed____
office

Course Title_____

Contact Hours_____

Class Location_____

Instructor Name_____

FOR INSTRUCTOR USE ONLY

Beginning date_____Ending date____

Final Grade_____

_____
Instructor's Signature

C.E. Units_____

Tuition Cost_____

Est. (Personal)
Student Cost_____

Figure 1. A sample record form. This form is a two-part pressure-sensitive carbon record. The top part, of thin white paper, is completed by the student at the time of class registration. It is held by the teacher until the end of the program. At this time the "Instructor Use Only" section is completed and the student receives the top part. The bottom part, an identical form on yellow cardboard, is retained by the institution to be filed as part of the student's permanent record.

American Society for Medical Technology

P.A.C.E.

PROGRAM APPROVAL REQUEST

PLEASE REFER TO APPLICATION GUIDELINES AND INSTRUCTIONS FOR COMPLETING THIS FORM

5555 West Loop South • Suite 200 • Bellaire, Texas 77401

1. Sponsoring Institution, Agency, Firm, Association, etc.

2. Title of Program

   1. _____

   2. _____

   3. ABBREVIATED TITLE: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

3. Course Description

4. Credit Requested

5. Dates and Location

6. Rationale

7. Hours of Instruction

8. Format and Methodology

9. Objectives and Standards of the Program

10. Evaluation Plan

11. Outline of Course Content and Schedule

12. Faculty Description – Attach with this application form.

13. Copy of Program Brochure – Attach with this application form.

14. Fees and/or Tuition

15. Additional Information

THANK YOU FOR SUBMITTING THIS APPLICATION. WE ARE PLEASED YOU ARE WILLING TO COOPERATE IN PROVIDING CONTINUING EDUCATION EXPERIENCES FOR MEDICAL TECHNOLOGY PERSONNEL. WE PLEDGE PROMPT AND THOUGHTFUL CONSIDERATION OF YOUR PROGRAM PROPOSAL.

Having read the P.A.C.E. Program Guidelines and Instructions of the American Society for Medical Technology, we pledge to uphold the standards expected in quality programs granting CEU credit to participants. Enclosed is the $30.00 processing fee if applicable.

Name of Program Director/Coordinator Date

Position

APPLICATION GUIDELINES AND INSTRUCTIONS

for

Programs requesting Continuing Education Units (CEUs)

in the P.A.C.E. PROGRAM of the

American Society for Medical Technology

The necessary information for persons proposing presentations to offer credit (CEUs) to participants is provided below, along with examples. These guidelines are not intended to restrict your conception of educational offerings, and you should feel free to supplement the application with any additional information that will assist the ASMT P.A.C.E. Program Review Committee in comprehending your proposal.

The guidelines make explicit the criteria to which the P.A.C.E. Review Committee will refer in making judgments as to the amount of credit which can be awarded to those who successfully complete the program as described.

It is suggested that you study all of the guidelines and instructions before beginning to develop your application.

1. Sponsoring Institution, Agency, Firm, Association, etc.

Indicate the name of the sponsor and the name, title, and address of the person who will serve as the project director or coordinator.

2. Title of Program

Three titles should be submitted.

1. The complete, technical title of the offering.
2. The title to be presented on the brochure – if different from item 1. This may be an informal, appealing title.
3. An abbreviated title for the computer – exactly as it should appear, leaving a space between word abbreviations. Do not use punctuation. This title is limited to 30 characters.

Examples of the types of titles are given below:

1. **Lipids and Steroids: Methodology, Physiology and Pathology**
2. **Lipids and Steroids: Facts on Fats**
3. | L | i | p | i | d | s | / | S | t | e | r | o | i | d | s | | M | e | t | h | | P | h | y | s | | P | a | t | h |

3. Course Description

Your course or program should be briefly summarized in a manner similar to a course description in a college catalog. Information presented should include the following elements:

- General subject material to be presented,
- Level of difficulty or complexity of course content,
- Clientele for whom the offering is primarily intended,

- Experience, level of training, etc.,
- Prerequisite/corequisite relationship of this course to other courses, if any.
- Special equipment required, to be provided by sponsor or participant.

An example of a description containing these elements is as follows:

"Moderately Advanced Urinalysis: A wet workshop reviewing the methods of analysis for abnormal metabolites, toxic materials, and seldom-seen formed elements. Recommended for, but not limited to, laboratory personnel who are experienced in routine urinalysis and microscopy and who desire to increase their knowledge and skills relating to the less common analytical procedures in this area. The applicant must be a registered medical technologist with at least two years of full-time experience in a hospital laboratory. This course is a prerequisite for "Advanced Toxicology," described elsewhere.

Each student must provide his own microscope with built-in illumination source. Safe storage for microscopes will be provided throughout the workshops."

4. Credit Requested

The *Continuing Education Unit* (CEU) may be awarded for ten hours of participation (or equivalent) in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

ASMT will award CEUs to programs of three hours of instruction or more, i.e., 0.3 or more CEUs. This time *must not* include coffee breaks, lunch, etc.

- CEUs may be awarded for intensive courses in technical and professional areas such as basic sciences, clinical sciences, personnel management, safety, etc.
- CEUs may be awarded for in-service training programs intended to maintain, improve, or create competency.
- CEUs may be awarded for participation in educational experiences intended to provide partial fulfillment for certification or licensing requirements.
- CEUs may be awarded for other types of training and educational experiences which are approved by the ASMT P.A.C.E. Review Committee.

Programs consisting of one or more hour increments totaling a minimum of three hours of instruction on any particular subject may be credited, providing that criteria of organization, leadership, and instructional quality are met.

Realizing an hour of some laboratory training does not equal an hour of formal instruction, some laboratory training will be credited for CEUs on a two-for-one basis, as are academic laboratory experiences.

The following examples suggest the types of programs which ordinarily would not qualify for the awarding of continuing education units.

- Any program carrying academic credit, either secondary or collegiate.
- Programs leading to high school equivalency certificates or diplomas.
- Organizational orientation training programs.
- Short duration programs only casually related to any particular goal or purpose.
- Any program of less than three hours total duration (excluding breaks, coffee time, lunch hours, etc.).

While not germane to the application being considered, it should be noted that some educational experiences, which are not eligible for CEUs are reportable for Individual Education

Units (IEUs). The individual participant reports his own activity in continuing education to ASMT, and is awarded IEUs on the basis of his own statement of participation.

The *Individual Education Unit* (IEU) may be awarded for participation in educational experiences not meeting criteria for award of the CEU. The IEU is defined as one hour of participation in an educational activity.

- IEUs may be awarded for completion of the ASMT self-assessment programs.
- IEUs may be awarded for worthwhile educational experiences of less than three hours duration.
- IEUs may be awarded for attendance at short educational and scientific presentations presented at professional society meetings, hospital staffs, and other appropriate groups.
- IEUs may be awarded for participation at seminars, workshops, and other activities for which CEU credits were not requested.

The IEU is <u>not</u> awarded for travel time spent in going to meetings.

Indicate on the application blank, item 4, the number of CEU credits being requested on the basis of instruction time provided by your program. If different persons can receive different amounts of credit for partial attendance, please stipulate.

5. Dates and Location

Indicate the beginning and ending dates of your proposed program and as exactly as possible the location of this offering.

6. Rationale

This section of the application form is to elicit from the sponsor the rationale for offering this particular continuing education activity. Many reasons may exist for proposing various topics and modes of instruction. The availability of specialists, for example, might lead to the development of a seminar pertinent to the latest research in an area. Or a sponsor might desire to demonstrate new instrumentation procedures which produce greater accuracy in determinations. The recognition of topical interests by a regional organization could lead to the possible stimulation of a workshop. A university division might propose a short course if medical technologists in a particular geographic area have not had a refresher in a specialty for some time. What is desired is your own rationale for being optimistic about interest in and the worthiness of this educational opportunity—presented in concise statements.

7. Hours of Instruction

Indicate the total hours of *instruction time* planned for this program, exclusive of coffee breaks, lunch, etc.

8. Format and Methodology

You should indicate briefly the nature of the experiences which the participants will have during this program. Seminars, discussions, audio-visual presentations, wet workshops, and hands-on instrumentation exercises are among the methods which might be used.

As an example, the following is stated:

The two day workshop will feature a series of six one hour lectures on microbiology by Ernst Heinrich, Ph.D.—each followed by a question and answer period of 30 minutes.

9. Objectives and Standards of the Program

It is desirable that everyone concerned understand the outcomes which can be reasonably expected from participation in this activity. While attaining new knowledge is the most usual gain associated with an educational meeting, it is important to recognize that other important achievements might also result. Developing new skills might be the behavior called for in an objective, or improving the participant's ability to solve particular kinds of problems.

This application form calls for specific, explicit objectives. Whenever possible the outcome should be described in terms of what the participant will be able to do after the program that he cannot be expected to do before. The difficulty with many "objectives" is that they tend to focus on what is to be done by the instructor rather than on what is to be accomplished by the learner.

A standard for individual performance should be set at the time the objectives is formulated. It is possible to include the standard in the statement of the objectives; but it is recommended that instead, the standard be stated separately to avoid confusion. One of the reasons for writing the standard at the same time as the objective is that one frequently gains insight into improving the objective as he specifies the extent to which a change in the learner's behavior is to be expected.

The primary purpose of the standard of performance is to facilitate evaluation of the learning and the instruction. Appraisal procedures are the means by which standards can be applied to the learner's achievements. Standards can be quantitative or qualitative, but it is imperative that they show how *well* the learner behaves and/or how *much* he performs in the specified way.

Below you will see some objectives properly stated, each being accompanied by a standard of performance.

At the conclusion of this workshop:

1. **The participant will be able to apply Beer's law to photometric calculations.**

   This objective shall be considered as met when the participant can solve five problems presented, without reference material, which call for the application for Beer's law.

2. **The participant will be able to name proteins which can be classified as glycoproteins.**

   This objective shall be considered as met when the participant can name at least five proteins which can be classified as glycoproteins.

3. **The participant will be able to demonstrate comprehension of the process of the AutoAnalyzer as it is employed for the determination of chlorides.**

   This objective shall be considered as met when the participant, given a flow diagram for chlorides as used with the AutoAnalyzer system, can point out what has been incorrectly shown and can explain how the diagram should be changed.

Many persons who will be planning learning activities for CEU credit will already be familiar with this style of writing behavioral type objectives and standards. Others who may desire assistance in casting their objectives are referred to the following sources:

Kibler, Robert J., et al, *Behavioral Objectives and Instruction*. Boston: Allyn and Bacon, Inc., 1970.

Mager, R. F., *Preparing Instructional Objectives*. Palo Alto, CA: Fearon, 1962.

10. Evaluation Plan

Evaluation is focused both on the effectiveness of instructional modes and on the impact of instruction on the learner. For the ASMT P.A.C.E. Program Review Committee to approve granting CEU credit for an educational activity, there must be assurance of learning outcomes. This assumes that learning outcomes can be delineated in advance and that results from instruction can be evaluated.

You are asked to submit an evaluation plan. The objectives of the program have stipulated standards of performance. What remains is to develop the appraisal procedures which, with any test-type materials can secure the evidence needed that the standards of individual performance have been met. While the paper-and-pencil is the most usual appraisal procedure, your plan may employ other means of evaluation. Asking the participant in an institute to demonstrate particular skills is another useful procedure for this purpose. Participants in a course might be asked to make follow-up reports indicating how they are using knowledge gained.

If participation during part of the total program is an option, explain how evaluation of the attainments of persons who attend only some of the activities will be carried out.

ASMT, to maintain the integrity of the Continuing Education Program, may by policy make an independent audit relative to the effectiveness of the instructional activity. Factors, such as interest, clarity of presentation, helpfulness of visual aids, value of knowledge and techniques introduced, appropriateness of evaluative procedures, etc., will be considered.

11. Outline of Course Content and Schedule

Your content outline is intended to indicate the nature of subject material to be presented. It should accurately reflect the type of information you will present. An instructional time schedule must be included if applicable.

An example of a course outline is as follows:

"Moderately Advanced Urinalysis—4-1/2 Instructional Hours"

FIRST DAY – 10 A.M. - NOON Introduction (2 Hours)

Review of Basic Analytical Methods

- **a. Qualitative Tests (Stix Pills)**
- **b. Qualitative Tests (Indicators)**
- **c. Extraction & Concentration Procedures**
- **d. Routine Quantitative Methods**

1:30 - 2:30 P.M. Analytical Methodology (1 Hour)

Ultraviolet, Infrared, Flame Emission, Atomic Absorption Techniques

7:00 - 8:00 P.M. Analytical Methodology (1-1/2 Hours)

Heavy Metal Toxicology

Gas Chromatography of Organometalic Complexes

12. Faculty Description

A vita for each faculty member should be submitted to include the following information:

- Educational background (degrees, dates)
- Technical/special training (certifications, licenses)
- Experience in clinical science and in education
- Scholarly publications and significant achievements
- Current employment
- Other appropriate information which would add to the person's qualifications to serve on this faculty.

13. Copy of the Program Brochure

Attach to the application form a tentative draft of the publicity brochure/program you expect to send prospective participants.

14. Fees and/or Tuition

Indicate for this item the fees and/or tuition which the participants pay. If there are options or partial fees for limited attendance, please state. Note handouts, lunches, workbooks, etc. that are included in the fee.

15. Additional Information

If this application has failed to elicit any information which you believe the P.A.C.E. Program Review Committee should have to evaluate your proposal in terms of CEUs to be awarded on successful completion, please provide this information.

ADDENDUM PAGE

The ASMT P.A.C.E. Program will allow multiple offerings of the same program to be represented on one application form. However, a list of these programs with their dates, locations, and faculty must be submitted with the Program Approval Request Form.

A $30.00 fee is charged for the initial evaluation of all educational offerings submitted by any non-ASMT constituent and $5.00 for each of the multiple offerings of the original presentation. Approximately 10 days before each program is to be given, the program sponsor/coordinator will receive a participant's log that will include the program approval number and the number of CEUs the program has been approved to give participants.

When a change in faculty occurs, a new curriculum vita must be submitted to the P.A.C.E. Review Committee. There is no charge for this procedure.

Any alteration in program content or evaluation procedures requires that a new Program Approval Request be submitted along with an additional $30.00 fee.

As with any recording system, we respectfully request that sponsors not submit programs to any other organization, institution, etc. which could result in participants receiving duplicate credit.

ASMT reserves the right to audit any program, thereby insuring the integrity of the P.A.C.E. Program.

The P.A.C.E. Review Committee requires that all program applications be submitted a minimum of 30 days before the program is to be presented.

APPENDIX D

HEGIS Discipline Sectors by Discipline Category

Reprinted from "A Taxonomy of Instructional Programs
for Higher Education."
A publication of the National Center for Educational Statistics
U. S. Government Printing Office, 1970

A TAXONOMY OF INSTRUCTIONAL PROGRAMS IN HIGHER EDUCATION

SECTION I: CONVENTIONAL ACADEMIC SUBDIVISIONS OF KNOWLEDGE AND TRAINING

0100 AGRICULTURE and NATURAL RESOURCES

Includes those subject field designations associated with the production and management of food, natural fiber, plant, forest and wildlife resources.

0101	Agriculture, General
0102	Agronomy, Field Crops, and Crop Management
0103	Soils Science (Management and Conservation)
0104	Animal Science (Husbandry)
0105	Dairy Science (Husbandry)
0106	Poultry Science
0107	Fish, Game, and Wildlife Management
0108	Horticulture (Fruit and Vegetable Production)
0109	Ornamental Horticulture (Floriculture, Nursery Science)
0110	Agricultural and Farm Management
0111	Agricultural Economics
0112	Agricultural Business
0113	Food Science and Technology
0114	Forestry
0115	Natural Resources Management
0116	Agriculture and Forestry Technologies (Baccalaureate and higher programs)
0117	Range Management
0199	Other, Specify

0200 ARCHITECTURE AND ENVIRONMENTAL DESIGN

Includes those subject field designations associated with training for a profession in designing buildings, communities, parks, and other man-made aspects of the physio-social environment.

0201	Environmental Design, General
0202	Architecture
0203	Interior Design
0204	Landscape Architecture
0205	Urban Architecture
0206	City, Community, and Regional Planning
0299	Other, Specify

0300 AREA STUDIES

Includes those subject field designations associated with programs designed to provide an in-depth study of a culture indigenous to a specific geographic region.

0301	Asian Studies, General
0302	East Asian Studies
0303	South Asian (India, etc.) Studies
0304	Southeast Asian Studies
0305	African Studies
0306	Islamic Studies
0307	Russian and Slavic Studies
0308	Latin American Studies

0309 Middle Eastern Studies
0310 European Studies, General
0311 Eastern European Studies
0312 West European Studies
0313 American Studies
0314 Pacific Area Studies
0399 Other, Specify

0400 BIOLOGICAL SCIENCES

Includes those subject field designations associated with the science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction, and structure of life forms.

0401 Biology, General
0402 Botany, General
0403 Bacteriology
0404 Plant Pathology
0405 Plant Pharmacology
0406 Plant Physiology
0407 Zoology, General
0408 Pathology, Human and Animal
0409 Pharmacology, Human and Animal
0410 Physiology, Human and Animal
0411 Microbiology
0412 Anatomy
0413 Histology
0414 Biochemistry
0415 Biophysics
0416 Molecular Biology
0417 Cell Biology (cytology, cell physiology)
0418 Marine Biology
0419 Biometrics and Bio-statistics
0420 Ecology
0421 Entomology
0422 Genetics
0423 Radiobiology
0424 Nutrition, Scientific
(exclude nutrition in home economics and dietetics)
0425 Neurosciences
0426 Toxicology
0427 Embryology
0499 Other, Specify

0500 BUSINESS AND MANAGEMENT

Includes those subject field designations related to the organization, operation, administration, and control of private and public organizations.

0501 Business and Commerce, General
0502 Accounting
0503 Business Statistics
0504 Banking and Finance

0505 Investments and Securities

0506 Business Management and Administration

0507 Operations Research

0508 Hotel and Restaurant Management

0509 Marketing and Purchasing

0510 Transportation and Public Utilities

0511 Real Estate

0512 Insurance

0513 International Business

0514 Secretarial Studies (Baccalaureate and higher programs)

0515 Personnel Management

0516 Labor and Industrial Relations

0517 Business Economics

0599 Other, Specify

0600 COMMUNICATIONS

Includes those subject field designations related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.

0601 Communications, General

0602 Journalism (printed media)

0603 Radio/TV

0604 Advertising

0605 Communication Media
(use of videotape, film, etc., oriented specifically toward radio/TV)

0699 Other, Specify

0700 COMPUTER and INFORMATION SCIENCES

Includes those subject field designations associated with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.

0701 Computer and Information Sciences, General

0702 Information Sciences and Systems

0703 Data Processing

0704 Computer Programming

0705 Systems Analysis

0799 Other, Specify

0800 EDUCATION

Includes those subject field designations related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

0801 Education, General

0802 Elementary Education, General

0803 Secondary Education, General

0804 Junior High School Education

0805 Higher Education, General

0806 Junior and Community College Education

0807 Adult and Continuing Education
0808 Special Education, General
0809 Administration of Special Education
0810 Education of the Mentally Retarded
0811 Education of the Gifted
0812 Education of the Deaf
0813 Education of the Culturally Disadvantaged
0814 Education of the Visually Handicapped
0815 Speech Correction
0816 Education of the Emotionally Disturbed
0817 Remedial Education
0818 Special Learning Disabilities
0819 Education of the Physically Handicapped
0820 Education of the Multiple Handicapped
0821 Social Foundations (History and Philosophy of Education)
0822 Educational Psychology (include Learning Theory)
0823 Pre-Elementary Education (Kindergarten)
0824 Educational Statistics and Research
0825 Educational Testing, Evaluation, and Measurement
0826 Student Personnel (Counseling and Guidance)
0827 Educational Administration
0828 Educational Supervision
0829 Curriculum and Instruction
0830 Reading Education (Methodology and Theory)
0831 Art Education (Methodology and Theory)
0832 Music Education (Methodology and Theory)
0833 Mathematics Education (Methodology and Theory)
0834 Science Education (Methodology and Theory)
0835 Physical Education
0836 Driver and Safety Education
0837 Health Education (include Family Life Education)
0838 Business, Commerce, and Distributive Education
0839 Industrial Arts, Vocational and Technical Education
0899 Other, Specify

0900 ENGINEERING

Includes those subject field designations associated with the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

0901 Engineering, General
0902 Aerospace, Aeronautical and Astronautical Engineering
0903 Agricultural Engineering
0904 Architectural Engineering
0905 Bioengineering and Biomedical Engineering
0906 Chemical Engineering (include Petroleum Refining)
0907 Petroleum Engineering (exclude Petroleum Refining)
0908 Civil, Construction, and Transportation Engineering
0909 Electrical, Electronics, and Communications Engineering
0910 Mechanical Engineering
0911 Geological Engineering
0912 Geophysical Engineering

0913 Industrial and Management Engineering
0914 Metallurgical Engineering
0915 Materials Engineering
0916 Ceramic Engineering
0917 Textile Engineering
0918 Mining and Mineral Engineering
0919 Engineering Physics
0920 Nuclear Engineering
0921 Engineering Mechanics
0922 Environmental and Sanitary Engineering
0923 Naval Architecture and Marine Engineering
0924 Ocean Engineering
0925 Engineering Technologies (Baccalaureate and higher programs)
0999 Other, Specify

1000 FINE and APPLIED ARTS

Includes those subject field designations associated with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and non-visual representations and symbols.

1001 Fine Arts, General
1002 Art (Painting, Drawing, Sculpture)
1003 Art History and Appreciation
1004 Music (Performing, Composition, Theory)
1005 Music (Liberal Arts Program)
1006 Music History and Appreciation (Musicology)
1007 Dramatic Arts
1008 Dance
1009 Applied Design
(Ceramics, Weaving, Textile Design, Fashion Design, Jewelry, Metalsmithing, Interior Decoration, Commerical Art)
1010 Cinematography
1011 Photography
1099 Other, Specify

1100 FOREIGN LANGUAGES

Includes those subject field designations related to mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the language of that culture.

1101 Foreign Languages, General
(includes those who have concentrated on more than one foreign language without giving major emphasis to any one language)
1102 French
1103 German
1104 Italian
1105 Spanish
1106 Russian
1107 Chinese
1108 Japanese
1109 Latin
1110 Greek, classical

1111 Hebrew and Semitic

1112 Arabic

1113 Indian (Asiatic)

1114 Scandinavian Languages

1115 Slavic Languages (other than Russian)

1116 African Languages (non-Semitic)

1199 Other, Specify

1200 HEALTH PROFESSIONS

Includes those subject field designations associated with the maintenance and restoration of physical and mental well-being.

1201 Health Professions, General

1202 Hospital and Health Care Administration

1203 Nursing (Baccalaureate and higher programs)

1204 Dentistry, D.D.S. or D.M.D. Degree

1205 Dental Specialties (work beyond first professional degree, D.D.S. or D.M.D.)

1206 Medicine, M.D. Degree

1207 Medical Specialties (work beyond first professional degree, M.D.)

1208 Occupational Therapy

1209 Optometry

1210 Osteopathic Medicine, D.O. Degree

1211 Pharmacy

1212 Physical Therapy

1213 Dental Hygiene (Baccalaureate and higher programs)

1214 Public Health

1215 Medical Record Librarianship

1216 Podiatry (Pod.D. or D. P.) or Podiatric Medicine (D.P.M.)

1217 Biomedical Communication

1218 Veterinary Medicine, (D.V.M. Degree)

1219 Veterinary Medicine Specialties (work beyond first professionnal degree, D.V.M.)

1220 Speech Pathology and Audiology

1221 Chiropractic

1222 Clinical Social Work, (Medical and Psychiatric and Specialized Rehabilitation Services)

1223 Medical Laboratory Technologies (Baccalaureate and higher programs)

1224 Dental Technologies (Baccalaureate and higher programs)

1225 Radiologic Technologies (Baccalaureate and higher programs)

1299 Other, Specify

1300 HOME ECONOMICS

Includes those subject field designations associated with the theory and practice of family and home care including the science of foods, home decoration and management, and child care.

1301 Home Economics, General

1302 Home Decoration and Home Equipment

1303 Clothing and Textiles

1304 Consumer Economics and Home Management

1305 Family Relations and Child Development
1306 Foods and Nutrition (include Dietetics)
1307 Institutional Management and Cafeteria Management
1399 Other, Specify

1400 LAW

Includes those subject field designations associated with instruction in the legal customs, practices, and rules of society and state for the purpose of pursuing a career in jurisprudence.

1401 Law, General
1499 Other, Specify

1500 LETTERS

Includes those subject field designations associated with English language and literature and value systems related to ancient and modern cultures.

1501 English, General
1502 Literature, English
1503 Comparative Literature
1504 Classics
1505 Linguistics (include Phonetics, Semantics, and Philology)
1506 Speech and Debate and Forensic Science (Rhetoric and Public Address)
1507 Creative Writing
1508 Teaching of English as a Foreign Language
1509 Philosophy
1510 Religious Studies (exclude Theological Professions)
1599 Other, Specify

1600 LIBRARY SCIENCE

Including those subject field designations associated with instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to those resources.

1601 Library Science, General
1699 Other Specify

1700 MATHEMATICS

Includes those subject field designations associated with the science of numbers and space configurations and their operations, measurements, relationships, and abstractions.

1701 Mathematics, General
1702 Statistics, Mathematical and Theoretical
1703 Applied Mathematics
1799 Other, Specify

1800 MILITARY SCIENCES

Includes those subject field designations associated with techniques and skills unique to the pursuit of a professional career as a military officer.

1801 Military Science (Army)
1802 Naval Science (Navy - Marines)

1803 Aerospace Science (Air Force)

1899 Other, Specify

1900 PHYSICAL SCIENCES

Includes those subject field designations associated with the basic nature of matter and energy and associated phenomena.

1901 Physical Sciences, General

1902 Physics, General (exclude Biophysics)

1903 Molecular Physics

1904 Nuclear Physics

1905 Chemistry, General (exclude Biochemistry)

1906 Inorganic chemistry

1907 Organic chemistry

1908 Physical chemistry

1909 Analytical chemistry

1910 Pharmaceutical chemistry

1911 Astronomy

1912 Astrophysics

1913 Atmospheric Sciences and Meteorology

1914 Geology

1915 Geochemistry

1916 Geophysics and Seismology

1917 Earth Sciences, General

1918 Paleontology

1919 Oceanography

1920 Metallurgy

1999 Other, Specify

2000 PSYCHOLOGY

Includes those subject field designations associated with the nature, functions, and capabilities of the mind.

2001 Psychology, General

2002 Experimental Psychology (animal and human)

2003 Clinical Psychology

2004 Psychology for Counseling

2005 Social Psychology

2006 Psychometrics

2007 Statistics in Psychology

2008 Industrial Psychology

2009 Developmental Psychology

2010 Physiological Psychology

2099 Other, Specify

2100 PUBLIC AFFAIRS and SERVICES

Includes those subject field designations related to developing and improving competencies in the management and operation of governmental agencies.

2101 Community Services, General

2102 Public Administration

2103 Parks and Recreation Management

2104 Social Work and Helping Services (other than clinical social work)

2105 Law Enforcement and Corrections (Baccalaureate and higher programs)

2106 International Public Service (other than diplomatic service)

2199 Other, Specify

2200 SOCIAL SCIENCES

Includes those subject field designations associated with all aspects of the past and present activities, conduct, interactions, and organizations of humans.

2201 Social Sciences, General

2202 Anthropology

2203 Archeology

2204 Economics

2205 History

2206 Geography

2207 Political Science and Government

2208 Sociology

2209 Criminology

2210 International Relations

2211 Afro-American (Black Culture) Studies

2212 American Indian Cultural Studies

2213 Mexican-American Cultural Studies

2214 Urban Studies

2215 Demography

2299 Other, Specify

2300 THEOLOGY

Includes those subject field designations related to preparation and training for a religious vocation.

2301 Theological Professions, General

2302 Religious Music

2303 Biblical Languages

2304 Religious Education

2399 Other, Specify

4900 INTERDISCIPLINARY STUDIES

Includes those subject field designations involving more than one major discipline without primary concentration in any one area.

4901 General Liberal Arts and Sciences

4902 Biological and Physical Sciences

4903 Humanities and Social Sciences

4904 Engineering and Other Disciplines

4999 Other, Specify

A TAXONOMY OF INSTRUCTIONAL PROGRAMS IN HIGHER EDUCATION

SECTION II: TECHNOLOGICAL AND OCCUPATIONAL CURRICULA LEADING TO ASSOCIATE DEGREES AND OTHER AWARDS BELOW THE BACCALAUREATE (Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.)

5000 BUSINESS and COMMERCE TECHNOLOGIES

Includes those subject field designations associated with development of skills required for commercial, business, or secretarial occupations at the semi-professional level.

5001	Business and Commerce Technologies, General
5002	Accounting Technologies
5003	Banking and Finance Technologies
5004	Marketing, Distribution, Purchasing, Business and Industrial Management Technologies
5005	Secretarial Technologies (include office machines training)
5006	Personal Service Technologies (Stewardess, Cosmetologist, etc.)
5007	Photography Technologies
5008	Communications and Broadcasting Technologies (Radio/TV, Newspapers)
5009	Printing and Lithography Technologies
5010	Hotel and Restaurant Management Technologies
5011	Transportation and Public Utility Technologies
5012	Applied Arts, Grapnic Arts, and Fine Arts Technologies (include advertising design)
5099	Other, Specify

5100 DATA PROCESSING TECHNOLOGIES

Includes those subject field designations associated with development of skills required for data processing related occupations at the semiprofessional level.

5101	Data Processing Technologies, General
5102	Key Punch Operator and Other Input Preparation Technologies
5103	Computer Programmer Technologies
5104	Computer Operator and Peripheral Equipment Operation Technologies
5105	Data Processing Equipment Maintenance Technologies
5199	Other, Specify

5200 HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES

Includes those subject field designations associated with development of skills required for health service related occupations at the semiprofessional level.

5201	Health Services Assistant Technologies, General
5202	Dental Assistant Technologies
5203	Dental Hygiene Technologies
5204	Dental Laboratory Technologies
5205	Medical or Biological Laboratory Assistant Technologies
5206	Animal Laboratory Assistant Technologies
5207	Radiologic Technologies (X-Ray, etc.)
5208	Nursing, R.N. (less than 4 year program)

5209 Nursing, Practical (L.P.N. or L.V.N. - less than 4 year program)

5210 Occupational Therapy Technologies

5211 Surgical Technologies

5212 Optical Technologies
(include Ocular Care, Ophthalmic, Optometric Technologies)

5213 Medical Record Technologies

5214 Medical Assistant and Medical Office Assistant Technologies

5215 Inhalation Therapy Technologies

5216 Psychiatric Technologies (include mental health aide programs)

5217 Electro Diagnostic Technologies (include E.K.G., E.E.G., etc.)

5218 Institutional Management Technologies (Rest Home, etc.)

5219 Physical Therapy Technologies

5299 Other, Specify

5300 MECHANICAL and ENGINEERING TECHNOLOGIES

Includes those subject field designations associated with development of skills required for mechanical and engineering related occupations at the semiprofessional level.

5301 Mechanical and Engineering Technologies, General

5302 Aeronautical and Aviation Technologies

5303 Engineering Graphics (Tool and machine drafting and design)

5304 Architectural Drafting Technologies

5305 Chemical Technologies (include Plastics)

5306 Automotive Technologies

5307 Diesel Technologies

5308 Welding Technologies

5309 Civil Technologies (Surveying, Photogrammetry, etc.)

5310 Electronics and Machine Technologies
(TV, Appliance, Office Machine Repair, etc.)

5311 Electromechanical Technologies

5312 Industrial Technologies

5313 Textile Technologies

5314 Instrumentation Technologies

5315 Mechanical Technologies

5316 Nuclear Technologies

5317 Construction and Building Technologies (carpentry, electrical, plumbing, sheet metal, air conditioning, heating, etc.)

5399 Other, Specify

5400 NATURAL SCIENCE TECHNOLOGIES

Includes those subject field designations associated with development of skills required for natural science related occupations at the semiprofessional level.

5401 Natural Science Technologies, General

5402 Agriculture Technologies (include Horticulture)

5403 Forestry and Wildlife Technologies (include Fisheries)

5404 Food Services Technologies

5405 Home Economics Technologies

5406 Marine and Oceanographic Technologies

5407 Laboratory Technologies, General

5408 Sanitation and Public Health Inspection Technologies (Environmental Health Technologies)

5499 Other, Specify

5500 PUBLIC SERVICE RELATED TECHNOLOGIES

Includes those subject field designations associated with development of skills required for public service related occupations at the semiprofessional level.

5501 Public Service Technologies, General

5502 Bible Study or Religion Related Occupations

5503 Education Technologies (Teacher aide and 2-year teacher training programs)

5504 Library Assistant Technologies

5505 Police, Law Enforcement, Corrections Technologies

5506 Recreation and Social Work Related Technologies

5507 Fire Control Technology

5508 Public Administration and Management Technologies

5599 Other, Specify

American Management Association. "The Continuing Education Unit." American Management Association, New York,5 pp. CE 001 577.

Defining the Continuing Education Unit (CEU) as a "nationally recognized uniform unit of measurement for continuing education programs" this booklet describes its purposes, development, and uses, emphasizing application to the American Management Associations' (AMA) CEU programs. The CEU has been designed to: (1) allow an individual to build a permanent record of achievement, (2) permit the accumulating, updating, and transfer of individual continuing education records, (3) encourage long-range educational goals for individuals, professional groups and institutions, (4) make continuing education more attractive, and (5) encourage the individual to marshall a host of continuing resources to serve his or her needs. Not a mechanical calculation, the CEU's awarded in AMA programs are carefully assessed to maintain the integrity of the CEU system.

American Nurses' Association, "Continuing Education Guidelines for State Nurses' Associations" American Nurses' Association, New York, 1974. 12 pp. Available from American Nurses' Association, Council on Continuing Education, 2420 Pershing Road, Kansas City, Missouri, 64108. Microfiche available from EDRS. CE 001 681.

The Guidelines are divided into two parts. Part One lists four principles and explains the rationale for the American Nurses' Association (ANA)position regarding continuing education. It enumerates nine responsibilities of the ANA for continuing education and itemizes the five responsibilities of the State Nurses' Association (SNA). Part Two presents a one-page discussion of the rationale for compatability of SNA continuing education programs with ANA and allied health groups. The section also provides guidelines for the development of Continuing Education Recognition Programs (CERP) to establish consistency within systems for nurses' continuing education activities. The pamphlet concludes with definitions of four terms: inservice education/staff development, continuing education unit, certification, and CERP.

American Nurses' Association. "Interim Statement on Continuing Education in Nursing." American Nurses' Association, New York, September, 1972. 19 pp. CE 001 679.

The American Nurses' Association endorses the concept of continuing education for all registered nurses as one of the means by which nurses can maintain competence and meet the standards of practice developed by the profession. In nursing, continuing education consists of systematic learning experiences designed to enlarge the knowledge and skills of nurses. Responsibilities of the Association, the individual, the faculty, and the employing agencies in continuing

education are differentiated. Program guidelines are enumerated, and the status of the continuing education unit (CEU) in nursing programs is reviewed. An explanation of the National Task Force recommendations for the mechanics and recordkeeping of the CEU is outlined. The Interim Statement and the requirements of administering the CEU as detailed by the National Task Force will provide State Nurses' Associations and State Boards of Nursing with guidelines in adding dimensions to quality continuing education and promoting the use of the CEU. CE 001 680.

American Nurses' Association. "Standards for Continuing Education in Nursing." American Nurses' Association, New York, 1974. 16 pp. Available from American Nurses' Association. See earlier entry for address. Microfiche available from EDRS.

The quality of health care depends to a large degree on the knowledge, skills, and attitudes of practicing nurses. Continuing education is one way nurses can maintain competence and meet the standards of their profession. Continuing education in nursing consists of planned learning experiences beyond a basic nursing educational program. Providers of continuing education programs must collaborate with other health professionals, nursing personnel, community agencies, and consumers of health care services in the development of continuing education offerings. The American Nurses' Association (ANA), the individual nurse, the faculty, and the employers all have an area of responsibility in continuing education. The ANA has enumerated standards regarding the program, resources, and evaluation of nursing continuing education. The continuing education unit (CEU) is recognized as a means for recognizing participation in non-academic credit educational offerings on a systematic basis. It should be used in that context only in a nursing Continuing Education Recognition Program. (A three-page glossary is included).

American Society for Medical Technology. Cadence: Special Continuing Education Issue, 4, no. 6(November/December 1973): 1-70. Available from American Society for Medical Technology, Bellaire, Texas. CE 001 683.

This special continuing education issue announces the Professional Acknowledgement for Continuing Education (P.A.C.E.) Program and the Individual Education Unit (IEU). The IEU is offered as recognition of one hour of participation in a continuing education learning experience that may not qualify for use of the Continuing Education Unit (CEU), which requires ten hours of participation. Medical Tehcnology's wide range of educational opportunities finds use of both the IEU and CEU appropriate and, exploring current applications of both concepts, seven timely articles are presented: "Professional Societies and Continuing Education" by David Lindberg, Ed.D., "P.A.C.E." by Gregory C. Roach, "Continuing Education; National Observations" by Fred Struve, "Why Equivalency? For Whom? And How?" by Thelma Golden, "Social Factors Influencing Medical Technology Education" by Willa Hedrick, and "Continuing Education-Why Is It Necessary?" by Annamarie Barros. This

collection of articles answers many questions regarding the CEU for professional continuing education.

American Society for Medical Technology. "Professional Acknowledgement for Continuing Education (PACE): General Information Forms." American Society for Medical Technology, Bellaire, Texas, January, 1974. 20 pp. CE 001 594.

To provide a central, permanent file of continuing education credits for persons in the field of medical technology, the Professional Acknowledgement for Continuing Education (PACE) program was established by the American Society for Medical Technology. Three different types of units will be recorded: College/University credits, Continuing Education Units (CEU), and Individual Education Units (IEU). The organization, purpose, and procedures of the program are explained in the news letter article, an information sheet for program participants, and a question and answer sheet which are part of the collection. Also included are: a copy of a letter to a program enrollee, a sample program approval request form for continuing education programs seeking to grant CEU. An additional five pages outline application guidelines and instructions.

Andrews, Grover J. "Accreditation of Adult Education Programs in Higher Education." Adult Leadership, 20, no. 10 (April, 1972): 361-2.

Describes a new standard that seeks to encourage motivation and an imaginative approach by the college or university in providing quality instruction to its various constituents in special programs.

Blaney, Doris R. "From a Dream to Reality...A Continuing Education Program." The Journal of Continuing Education in Nursing, 4, no. 6 (November/December, 1973): 20-23.

Offering ten requirements for establishing an effective continuing education program, this article reflects on the fundamental principles involved. Achieving total commitment of the faculty, recent assessment of needs, minimum funding requirements, and many other problems are considered

Blume, Dorothy M. "Some Concerns Related to the Use of Continuing Education Units." Journal of Continuing Education in Nursing, 4, no. 2 (March/April, 1974):33-36.

The author's many provocative questions and comments are not meant as criticisms, but as a challenge to make certain that the nursing profession is involved in all facets of the development of plans related to the application of the CEU so that what is developed is of value to nursing.

Bramblett, Larry R. and Buchanan, W. Wray. "The Continuing Education Unit: A Possibility for Allocating Public Service Funds." Adult Leadership, 21, no. 6 (December, 1972): 185-6, 195.

Describes a funding system developed "to measure output in continuing education from a financial point of view;" mathematical formulas are given.

"Continuing Education Programs in Nursing. Two Documents: The Florida Nurses Association Landmark Statement and Maryland Practical Nurses Association Continuing Education Program." Florida Nurses Association, Orlando, Florida, and Maryland Licensed Practical Nurses Association, Incorporated, Baltimore, Maryland, 1973. 7 pp. CE 001 682.

In working towards a goal of encouraging all nurses to participate in continuing education programs, the Florida Nurses Association has defined its standards for continuing education certification. A certification board was established, and the purpose for certification outlined. Four concepts were explained in the standards: certification, the manner in which recognition is given, how the continuing education unit (CEU) is to be used, and the certification requirements. Activities and professional participation are considered in examples of the contact hours and their relationship to the CEU. Procedures for obtaining CEU for programs were outlined. The Maryland Licensed Practical Nurses Association defined the continuing education program, stated the objectives which the application for CEU will fulfill, and outlined the continuing education administration. Procedures for recording CEU were itemized, and standards for assigning credit established. Licensing requirements were restated.

"Continuing Education Unit. A Collection of Five Journal Articles, 1968-1971." 19 pp. CE 001 677.

Exploring the problems and needs of a new system of credit, Milton Stern, in "Continuing Education," Journal of Higher Education, vol. 39, no. 8, 1968, pp. 468-470, and Robert J. Pitchell in "The Washington Scene," The National University Extension Association Spectator, Jan. 12, 1969, both report on the 1968 National Planning Conference. In "Recommendation: Establish a Credit Norm for Continuing Education" The Personnel Administrator, vol. 15, no. 5, Sep./Oct., 1970, pp. 23-24, Paul J. Grogan presents a concise synopsis of the National Task Force deliberations. Emphasizing the potential of the Continuing Education Unit (CEU), Keith E. Glancy's "A Permanent Record of Continuing Education Using the C.E. Unit," Journal of Continuing Education and Training, vol. 1 (2), Aug., 1971, pp. 109-116, defines the CEU, traces its development, and presents the findings of the 1970-71 pilot project. In a brief report, Robert L. Jacobson's "Southern Accrediting Unit Sets Standards for Off-Campus Degree Programs," Chronicle of Higher Education, Dec. 6, 1971, pp. 1,5, discusses the revised standard of the Southern Association of Colleges and Schools and its application to non-traditional study.

"Continuing Education Unit: A Collection of Five Journal Articles, 1972." 17 pp. CE 001 678.

Using the Georgia plan as his basis for meeting classification needs, Charles B. Lord categorizes programs into five broad areas in "A Classification System for Continuing Education Programs," Adult Leadership, April, 1972, pp 357-359. Paul J. Grogan's "The Concept of a Continuing Education Unit," Indiana State Board of Health Bulletin, May, 1972, pp. 10-16, offers a general treatment of the Continuing Education Unit (CEU). Rodney A. Lane's "If the CEU Fits..," National University Extension Association Spectator, June, 1972, pp. 22-23, is a parody of the National Task Force recommendations, arguing that it is wrong to systematize the process while ignoring the product. In "EduScope/Focus on Education," Data Management, August, 1972, pp. 27-28, and Sept., 1972, pp. 13-14, Donald J. McPherson introduces the CEU concept and considers administrative procedures. C. F. Tripp's "C.E.U.--A New Trend in Education" The Personnel Administrator, Nov./Dec., 1972, pp. 43-45, provides an in-depth look at CEU, underlining its importance in a changing business climate.

"The Continuing Education Unit. Five Guideline Statements: Purdue University, Indiana University, University of Delaware, University of New Hampshire, University of North Dakota." 1972-1973. 34 pp. CE 001 579.

The National Task Force Interim Statement of 1970, regarding the utilization of the Continuing Education Unit (CEU), provides the basic framework of these five documents. All agree in their definition of the CEU as ten contact hours of participation in an organized continuing education experience and set forth criteria for applying the CEU to their respective institutions. The Purdue University Continuing Education Unit describes activities to be included in CEU programs and offers policy guidelines, administrative procedures, sample program application, participant information and individual record forms with detailed instruction for their use. Indiana's Proposal for the Adoption of the Continuing Education Unit includes assignment application and program completion forms. A Guideline for Uniform Measurement of Non-Credit Continuing Education Programs in Delaware includes administrative requirements and suggested applications for the CEU. New Hampshire's Continuing Education Units: Policy Guidelines for Awarding and Recording of CEU's offers a sample transcript form. North Dakota's Guidelines for the Continuing Education Unit briefly describes operational and administrative requirements.

"C.E.U.-A Further Look (tape no. 63)," and "Continuing Education Unit (CEU) Records Management (tape no. 106.) Two Cassette Tape Recordings of Meetings of the American Association of Collegiate Registrars and Admissions Officers, Atlanta, Georgia, 17-18, April, 1974. Available from Norman Sper, On the Spot Duplicators, 10642 Balboa Boulevard, Granada Hills, California 91344.

The April 17 meeting, a professional presentation sponsored by the Records Management Committee and chaired by John W. Vandis, discusses the implementation and impact of the Continuing Education Unit on Admissions and Registrars' Offices. A question session provides evidence of the concerns of registrars regarding the use of the CEU. The April 18 meeting, sponsored by the Electronic Computers Committee and chaired by Ramon A. Vitulli, presents a report of a pilot study requested by the Southern Association on Colleges and Schools on the use of computers in maintaining CEU records and automation problems of record-keeping. It cites examples of records costs and computer applications, and the advantages of regional data banks.

Del Bueno, Dorothy J. "A C.E. Unit Course." Nursing Outlook, 21, no. 8 (August, 1973): 504-505.

Jointly sponsored by university and hospital, this 20 hour pharmacology course represented two C.E. Units for each successful participant.

Douglas, Stephen A. "The Continuing Education Unit." Missouri University-Rolla, June, 1973. 11 pp. CE 001 580.

Rapid change and the explosion of technology have created a need for continual updating in education. In fulfilling these needs, The Continuing Education Unit (CEU) should be useful to the individual learner, the college and university, the professional society, the licensing board, the accrediting organizations, the employer and many other groups. The greatest rationale for the CEU is the ease with which it may be applied to existing programs of continuing education. At the University of Missouri-Rolla, computerized recording procedures and efficient data storage and retrieval of CEU are utilized. These units have been incorporated into a permanent student record system similar to the one presently used for credit courses. The real value of the CEU is that it is intended to have merit or utility only in those instances in which it meets the needs of a particular clientele group. The key to the successes of the CEU will be found in its discriminating use. While it is basically a quantifying mechanism, the administrative process with which the CEU is implemented can and should provide the quality control factors necessary to make it a meaningful measurement.

Engineers' Council for Professional Development. "Report of the Committee on Recognition of Continuing Engineering Studies: 35th Annual Report." Engineers' Council for Professional Development, New York, September, 1967. 3 pp CE 001 578.

Rapid technological change has created a great need for continuing education programs for those engineers not participating in advanced degree programs. The Engineers' Council for Professional Development

(ECPD) believes an additional system is needed to enable the engineer, employer, and educator to measure and maintain continuing education efforts. To meet ECPD suggested course evaluation criteria, the content, extent, instructional competence, student performance, and sponsorship must be maintained at third year college level or better and still be flexible enough to motivate participants. Achievement Certificates will be awarded upon accumulation of 20 units of study, each unit representing 40 to 45 hours of work. University credits would be transferred on the basis of one semester credit hour per unit. Specifics regarding the maintenance of an adequate record keeping system, data needed, and budgetary information are presented. As final recommendations toward establishing a continuing education program meeting ECPD standards, computerizing records, hiring a consultant in continuing education studies, and a full time administrative secretary are suggested.

"For the Record-The Record of a Voluntary Learner." The Journal of Continuing Education in Nursing, 4, no. 4 (July/August): 39-41

A meticulously kept personal record of a highly motivated nurse, Mildred G. Jaynes, R.N., tracing her educational efforts from 1964 to 1972. The changing needs of the learner are reflected in the titles of the program offerings. How much easier it will be for her with cumulative computerized records. Educators and learners alike will gain significant insights by a thoughtful rerun of such records.

Gessner, Quintin H. "The Continuing Education Unit." Continuing Education, 7, no. 2 (April, 1974): 1, 73.

The CEU provides a systematized measuring mechanism useful to both the participant and the sponsoring institution in adult noncredit programs. Seven criteria for developing a CEU program are recommended and the need for more adequate record keeping, uses in professional relicensing, and the development of additional guidelines discussed.

Glancy, Keith E. "The Continuing Education Unit: Three Pilot Project Reports. September, 1970 to June, 1971." National University Extension Association, Washington, D.C., September, 1970. 16 pp. CE 001 571.

This three-part document presents material regarding Continuing Education Unit (CEU) pilot projects. The first contains a memorandum to CEU pilot project coordinators, a report form, and special instructions. The second, a National University Extension Association report, defines the CEU as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." It offers

recommendations to the National Task Force and a four item bibliography. The third presents excerpts from pilot project evaluation reports; selected questionnaire responses dealing with CEU acceptance, operational problems, deficiencies, recommendations for the future, and general comments. Included is a three page report presenting statistical information related to CEU programs in thirteen participating institutions.

Glancy, Keith E. "Continuing Education Unit: Update." Speech presented at the Annual Meeting of the National University Extension Association, April, 1972. 7 pp. CE 001 598.

The latest information on the continuing education unit (CEU) from the National Task Force assigned to its development is the 1970 interim report. There are two purposes of the CEU: to establish a unit to record the participation of individuals in continuing education to verify their educational experience and to provide uniform data and records. If the entire definition of the CEU is applied to problems in using the unit, most of the problems will be solved. The Southern Association of Colleges and Schools adopted Standard Nine which dictates the use of CEU for all continuing education activities of a noncredit nature, and stipulates that the units be translated into fulltime equivalent students. Guidelines are being developed for CEU implementation. Many institutions are now using the CEU; the University of Akron has published a catalog listing CEU values for each course. A computerized system for recording and retrieving information on individuals earning CEU has been developed. How the CEU will relate to the college in non-traditional degree programs is a problem for discussion.

Glancy, Keith E. "A National Center for Lifelong Learning." National University Extension Association Spectator, 35, no. 5 (June/July, 1970): 14-17.

A summary of concepts and ideas presented at the 1970 Annual Conference of the National University Extension Association concerning purposes, activities and functions, financing, and local and national organization for the proposed center.

Glancy, Keith E. "A New Tool for Adult Educators; The Continuing Education Unit." Adult Leadership, 20, no. 1 (May, 1971): 10-15, 35.

The need for a standard unit for recording and reporting continuing and adult education activities has been occupying the attention of a National Task Force for two years.

Glancy, Keith E., and Rhodes, John A., Jr. "The Continuing Education Unit. Criteria and Guidelines. Final Report of the National Task Force on the Continuing Education Unit." National University Extension Association, 1974, 42 pp. Available from NUEA, One Dupont Circle, Suite 360, N.W., Washington, D. C. 20036. CE 001 684. Not available from EDRS.

The continuing education unit (CEU) has been designed to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The CEU is to be applied only after content, format, and methodology have been determined to avoid creating stereotypes in terms of program length, methods, or formats used in meeting educational objectives. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. It has several uses for the individual, professional organizations, and educational administration. In awarding the CEU, administrative and program criteria must be considered. Appropriate use of the CEU is determined by Task Force guidelines. The CEU is a development resulting from the commission of a task force appointed by the National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education.

Grogan, Paul J. "Continuing Education Comes of Age." Speech given before the American Society for Engineering Education, Milwaukee, Wisconsin, 20-22 November 1968. 7 pp. CE 001 588.

The thesis of this presentation is that continuing education has begun to mature. A broad national approach is being developed to bring to maturity the disorganized elements of continuing education programs. The engineering profession, in coping with the problems of rapid technological change, has made efforts to establish updating programs. To illustrate the timeliness of this concept, 28 professional and educational organizations, and government agencies are cited, and their individual efforts in setting up their own continuing education certification programs described. The National University Extension Association's National Task Force Statement regarding the Continuing Education Unit (CEU) is included. The statement presents guidelines, standards, and criteria, and suggests action to be taken in utilizing the CEU.

Grogan, Paul J. "Continuing Education Unit." Continuing Education Engineering Monograph Series Number 6. American Society for Engineering Education, 3 November 1971. 5 pp. Available from American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D.C. 20036 ($2.00, orders should be prepaid). CE 001 587.

The greatest rationale for the newly emergent Continuing Education Unit (CEU) is the ease and universality with which it may be applied to existing programs of continuing education. It is time now to get on with applications of the CEU that are built upon user aspirations and lead to meaningful programs of recognition that are equally acceptable to sponsors, users and society in general. Sponsors should be concerned with content and manner of presentation of the learning experience. User groups must evaluate the offerings according to their own continuing education needs, and sit in judgment as to the usefullness of the CEU in every instance of its application for future recognition pruposes.

Grogan, Paul J. "The Continuing Education Unit: Future of the CEU." Speech given before the American Society of Engineering Education, Madison, Wisconsin, 4 October 1973. 5 pp. CE 001 582.

There are many questions regarding the adoption and the use of the Continuing Education Unit (CEU). Who supports CEU? The National University Extension Association, the Southern Association of Colleges and Schools, and many other State and institutional sponsors recognize the CEU. What is the CEU? Ten normal classroom hours of noncredit continuing education constitute one CEU. Why the move to CEU? Changing educational, career, and technological needs are all factors. When is the CEU a fact? The CEU is inevitable once there is an identifiable sponsor administering, instructing, measuring, and recording individual participation on an accessible, transferable, and essentially permanent basis. Where may the CEU be applied? The judgmental factor serving degree programs can't be uniformly applied; in the final analysis, the marketplace decides. How is the CEU to be used? The user, alone or in groups, determines where his continuing education program takes him. The sponsor should be concerned only with the merits of the modular product or CEU of the group served.

Grogan, Paul J. "The Continuing Education Unit: Operational Problems." A letter from Paul J. Grogan to Ms. Marlyne Hynds, C. W. Post College, Greenvale, Long Island, New York, 24 November 1972. 12 pp. CE 001 592.

This letter responds to typical adverse comments concerning the utilization of the Continuing Education Unit (CEU). (1) Is the CEU credit for noncredit work? The CEU is not intended to be academic credit, rather recognition for the individual user's post-academic learning. (2) Isn't record keeping too time consuming and expensive? This need not be if records are kept where generated, purged every ten, fifteen, or twenty years, and the user instructed to maintain his own dossier. A national records center is not needed. (3) How can we be sure of the quality of continuing education? The broad spectrum of sponsorship dictates: "Let the utility rest in the eyes of the beholder" Let the user (marketplace) decide which is the appropriate offering and mission for the given sponsor in the context of his perceived need. (4) What does the CEU mean once accumulated? Each user group must establish, police, and maintain its own requirements for recognition.

Grogan, Paul J. "Elements of a System for the Uniform Measurement of Participation in Continuing Education." Proceedings of the Annual Meeting of District No. 4. The National Association of Boards of Pharmacy and the American Association of Colleges of Pharmacy, Oshkosh, Wisconsin, 9-10 November 1969. 10 pp. CE 001 596.

With the growing demand and the growing need for continuing education programs, there is an accompanying need for establishing, maintaining, transferring, and recognizing a uniform measurement of participation in noncredit continuing education. The proposal seeks to define the circumstances under which noncredit continuing education might lend itself to measurement and documentation in more or less standard terms. Sponsors of organized learning experiences will be encouraged to refer to their programs as continuing education so they can be considered as part of the area of concern. Sponsors will also be encouraged to use the continuing education unit (CEU) in their program descriptions. The CEU has many advantages, and standards in its application should be established. Other standards to be considered are adequate descriptions of the continuing education experiences, maintaining records, and assessing qualitatively individual performances. This system would offer a broad range of benefits to individuals, instructors, administrators, institutions, employers, organizations, and government agencies.

Grogan, Paul J. "Introducing the Continuing Education Unit." Engineering Education, 11, no. 8 (May/June 1971): 888-889.

In keeping with the interim report of the task force released in October, 1970, Dr. Glancy concludes that the Continuing Education Unit is the much-needed module to form the basis for recognition programs serving all sectors of society.

Grogan, Paul J. "New Concepts in Packaging Continuing Education." National Engineer, 76, no. 11 (November, 1972): 16-17 and 76, no. 12 (December, 1972): 12-13. CE 001 552.

The Continuing Education Unit (CEU) is defined as a uniform system for measuring and recognizing individual participation in informal learning situations. The CEU may be easily applied to all formats of post secondary education which have a legitimate sponsor and a responsible and knowledgeable person as instructor. Education on a continuing basis is central to professional development in any field. Sponsor responsibilities in building a meaningful program, user acceptance, and alternatives to CEU are also presented in this two-part article which parallels Prof. Grogan's remarks before the 90th Annual National Association of Professional Engineers Convention, July 12, 1972, Boston, Massachusetts.

Gwaltney, Betty H. "The Continuing Education Unit." Nursing Outlook 21, no. 8 (August, 1973): 500-503.

Both the concept and the facts about this system for the measurement of noncredit continuing education programs are reported here: the purpose and advantages of the unit, the criteria and standards governing its use, and its relevance to nursing.

Hargis, Jerry L. (ed.) "Proceedings of a National Conference on The Continuing Education Unit--An Examination." Virginia Polytechnic Institute and State University, Blacksburg, 27-28 April 1972. 221 pp. CE 001 591.

The 119 conference participants from 25 States were provided with an opportunity to examine the implications of the Continuing Education Unit (CEU) from many viewpoints, with special emphasis on mechanical aspects of the CEU reporting and retrieval process. The report includes transcripts of all proceedings. The first session heard Gordon W. Sweet on the Standard Nine document of the Southern Association of Colleges and Schools, William L. Turner on the National Task Force Report and Carl Tripp on Implications for Business and Industry. Symposium 1 heard Edward J. Boone on The Public Service Challenge and Andre de Porry on Implication for University Continuing Education, while Symposium 2 heard William L. Flowers and Albert F. Stem on Implications for Government Training. In the second session, G. E. Lorey spoke on Recording and Retrieving CEU Data, in the third session R. J. Pitchell discussed Criteria for a Handbook, and the fourth session provided a panel discussion. A 75-page appendix, valuable as an introduction to the CEU concept, offers general information, a question and answer booklet, and a working paper on the use of the CEU within a university system.

Hutchison, Dorothy J. "Credit for Non-Credit?" The Journal of Continuing Education in Nursing, 2, no. 2 (March/April 1971): 54-56.

Eight steps are offered, shedding light on the kind of adaptations an institution must take, in varying degrees, to facilitate the establishment of a uniform national system for the measurement and recognition of individual participation in noncredit continuing education.

Iowa State Coordination Committee for Continuing Education. "The Continuing Education Unit. State Plan for Educational Institutions of Higher Learning in Iowa." Iowa State Coordinating Committee for Continuing Education, March, 1974. 39 pp. CE 001 576.

Defining the CEU (Continuing Education Unit) as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction, this plan offers guidelines for establishing CEU Programs in Iowa. Specific objectives and criteria for applying the CEU emphasize the need for systematic recordkeeping. Recommendations regarding minimal information needs for program approval, registration and CEU record forms, the layout of keypunch cards and a program classification system are presented. A 23-page appendix includes sample CEU record, registration, and program approval forms; a proposed CEU recording system for the University of Iowa; a description of the CEU award sequence; and samples of CEU application, award,

and cumulative record of participation forms. A thirteen-page treatment of discipline divisions is also included separating academic and occupational areas and describing codes, titles, and content.

Jesse, Glen D. "The Continuing Education Unit." Association of University Evening Colleges Newsletter, 21, no. 3 (Summer, 1973): 39-41.

The evolution of the Continuing Education Unit (CEU) may be one of the most significant developments in decades. The concept appears to be gaining widespread acceptance. Current efforts toward establishing a national CEU bank would add further impetus to the utilization of the Unit.

"Landmark Statement. A Position Statement from the Indiana Statewide Plan for Continuing Education in Nursing." The Journal of Continuing Education in Nursing, 4, no. 6 (November/December 1973): 34-35.

Fifteen specific program needs are presented in this position statement meant to be used as a means of interpreting continuing education in nursing and to serve as a guideline for developing quality nursing education programs.

Long, Huey B. "Perspectives of the Continuing Education Unit." Adult Leadership, 22, no. 8 (February, 1974): 268-70, 277.

The article discusses the Continuing Education Unit's chamelion-like nature by focusing on its definition and background and possible perceptions from the academic perspective, the user group perspective and the individual learner's perspective.

Michigan State University Continuing Education Service. "Preliminary Handbook of Criteria and Procedures to be Used with CES-CEV Programs 1973-1974." Michigan State University, East Lansing, Michigan, October, 1973. 23 pp. CE 001 590.

This document sets forth the standards and recommendations by the Continuing Education Service-Continuing Education Unit (CES-CEU) Committee at Michigan State University for use during the test period, the 1973-74 academic year. Defining the CEU as "ten contact hours of participation in an organized continuing experience, under responsible sponsorship, capable direction, and qualified instruction," six specific objectives and six criteria for CEU approval of instructional programs are suggested. The appointment of a screening committee and instructions for submitting a request for CEU program approval are fully described. Included are step-by-step guidelines for registration and certification procedures and the maintenance of student and program records. Also offered are a sample Program Record Attendance form and three exhibits, a Request for CEU Approval form, data sheet for CEU Registration forms, and a flow chart of approval procedures.

National University Extension Association. "Imminent National Implementation of the CEU." National University Extension Association Special Report, 1, no. 1 (October, 1972): 1-4. CE 000 594.

In 1968, a task force was appointed, by the National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education, to study the feasibility of a uniform unit of measurement of noncredit continuing education programs which could be used by noncollegiate and collegiate institutions and continuing education activities to meet current needs. The Continuing Education Unit (CEU) was defined by the task force: ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The Southern Association of Schools and Colleges officially adopted the CEU in its revised Standard Nine for continuing education activities. The adoption of the CEU is becoming increasingly widespread. The National University Extension Association, in addition to being one of the sponsors of the conference cited, is concerned with the issues concerning the CEU: the quality control of noncredit activities and the need for an accrediting association, the institutional arrangement for accrediting, and the financing of CEU-related activities.

National University Extension Association. "National Task Force on a Uniform Measurement Unit for the Recognition of Continuing Education: Working papers; and the Continuing Education Unit: A Uniform Unit of Measure for Non-Credit Continuing Education Programs: An Interim Statement of the National Task Force." National University Extension Association, Washington, D.C. July, 1970. 33 pp. CE 001 572.

In 1968, a national planning conference, under the joint sponsorship of 34 organizations responding to continuing education needs, created the National Task Force to determine the feasibility of a uniform unit of measurement and develop a proposal for field testing the concept. Stressing that continuing education units should supplement, not supplant the credit hour, a working paper was issued, suggesting a program of action that included general standards and criteria, questions to be answered, potential subcommittee tasks, and design of forms. In 1973, after two years of deliberation, the National Task Force issued an interim statement defining the Continuing Education Unit (CEU) as: "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." This document, forming a basic framework for future development and utilization of the CEU, also sets forth purposes and objectives, administrative requirements, suggested applications, and practical guidelines. It concludes with the announcement of a pilot project to test the report recommendations.

North Carolina State University. "Guide for Implementation of the Continuing Education Unit in the University of North Carolina: Two Documents." (Includes a speech given by William L. Turner before the Convention of the American Association of Collegiate Registrars and Admissions Officers, Los Angeles, California, 18 April 1973). North Carolina State University, Raleigh, North Carolina, May, 1973. 30 pp. CE 001 600.

These two documents offer an overview of the efforts of the University of North Carolina to implement the Continuing Education Unit (CEU) in its constituent institutions. Included are a speech examining its development, applications, and future, and a guide intended to establish a policy and procedural framework for CEU programs. Examining why the CEU appears to be fulfilling a long term need of the individual learner, colleges and universities, and other organizations, William L. Turner's speech also looks at questions regarding the administrative process, standards, and recordkeeping. He predicts growing national recognition of the CEU and sees professional societies and organizations, business, industry, labor, and government as potentially large users of the CEU. The Guide offers criteria for awarding the CEU, reporting requirements, and suggestions regarding record keeping, data systems, and further study needs.

Phillips, Louis E., ed. "The Continuing Education Unit: A Compilation of Selected Readings." Georgia Center for Continuing Education, Georgia University, Athens, Georgia, July, 1972. 49 pp. ED 067 540.

A compilation of readings by professional educators on aspects of the Continuing Education Unit, a new measurement concept for noncredit continuing education, is given. An Interim Statement of the National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-credit Continuing Education Programs is presented. This statement resulted from a conference held in Washington, D.C. in July, 1968, with thirty-four organizations interested in identifying, measuring, and recognizing effort in continuing education participating. These organizations are listed.

Phillips, Louis E. "The Continuing Education Unit: Implications for Record Keeping." Adult Leadership, 21, no. 5 (November, 1972): 146-8.

Discusses the emergence of the Continuing Education Unit as a standard unit of measure for participation in noncredit continuing education activities.

Phillips, Louis E. "The Continuing Education Unit: A New Dimension in Life-long Learning." The Southern Baptist Educator, (January/February, 1974):. 13-14.

Offering a brief history and summary of the use of the Continuing Education Unit (CEU), this article emphasizes the role of user groups in planning the educational activity, and concludes that widespread adoption of the CEU will enable the learner to shop selectively from a wide variety of programs and sponsors.

Phillips, Louis E. "A Study of the Uses and Effects of the Continuing Education Unit Within Selected User Groups." Ed.D. Dissertation, University of Georgia, 1973. 128 pp. CE 001 581.

This study's aim is to identify and examine the present and potential uses and effects of the Continuing Education Unit (CEU) within five groups which had previously expressed interest in the CEU. Reviewed were the medical and engineering professions, labor unions, business and industry, and governmental agencies. Common applications and present and potential effects of the CEU were examined in relation to assuming new responsibilities and curriculum building for new objectives as well as impact on membership and organizational functions, structure, and objectives. As user groups become more involved in the total educational process, systematic approaches are emerging to provide new structure. Efforts toward implementation reveal these questions: (1) what is an "organized continuing education experience," (2) how is "responsible sponsorship" determined, (3) how are qualitative parameters insured, and (4) how can criteria be developed for both local and national groups. A five page bibliography and 72 page appendix, including the National Task Force Interim Statement, correspondence, forms, documents from various professional organizations are offered.

Pluckhan, Margaret L., and others. "Meeting the Challenge: Coordination and Facilitation of Statewide Continuing Education for Nurses Through Interdisciplinary and Interagency Action." Journal of Continuing Education in Nursing, 4, no. 1 (January/February, 1973): 22-27.

This report discusses one successful approach to statewide planning and coordination of interdisciplinary and interagency application of the Continuing Education Unit.

Rhodes, John Augustus, Jr. "Utilization of the Continuing Education Unit in Conferences, Institutions, Short Courses, Workshops, Seminars, and Special Training Programs within the Southern Association of Colleges and Schools." Ph.D. Dissertation, Georgia State University, 1973. Available from University Microfilms, P.O. Box 174, Ann Arbor, Michigan 48106. (Order no. 73-31016, MF $4.00, Xerography $10.00). 212 pp. CE 001 567.

Recognizing the need for a uniform method of measurement to apply to non-degree adult education programs, the Southern Association of Colleges and Schools incorporated the Continuing Education Unit (CEU) for use Dec. 1, 1971. The purpose of this study was to forecast the utilization of the CEU in these programs within the Southern Association by 1980. The Delphi Technique of forecasting was chosen as the study design. Selecting a panel of 50 experts, three rounds of study were conducted using questionnaires and discussion. These results were analyzed to determine the median and interquartile range of the predictions. The study concludes that by 1980, the CEU will have broad acceptance, CEU programs will be of higher quality, the CEU will be used to measure faculty work loads, faculty participation in continuing education programs will be greater, public funding support will increase, State continuing education budgets will be based on CEU enrollment figures, business and professional organizations will help fund and use the CEU for updating and relicensing, and, finally, the number of contracts for noncredit education will increase.

School Management Institute. "CEU (Continuing Education Unit)." School Management Institute, Incorporated, Worthington, Ohio, April, 1974. 2 pp. CE 001 597.

The Continuing Education Unit (CEU) is a means of recording and accounting noncredit programs and activities which are professional in nature. Seven criteria have been established to assure the professionalism and quality of instruction. The criteria concern the need, objectives, and rationale of the activity; the course planning and organization, the course sponsorship; the provision for participant registration; and the establishment of evaluation procedures and the CEU criteria prior to the beginning of the activity. Five general uses of the CEU are recognized as appropriate; it can also serve several significant roles within the educational institution in relation to other types of credits, educational budgeting, and additional areas. Specific academic uses for the CEU may be developed, but none of the uses should be applied in retrospect for evaluation or measurement. Utilization of the CEU criteria holds several advantages for the student, business, industry, professional organizations, and educational institutions.

Schweer, Jean E. "The Continuing Education Unit: Criteria, Mechanics and Implementation in Indiana." Journal of Continuing Education in Nursing, 5, no. 1 (January/February, 1974): 21-25.

The Indiana Statewide Plan for Continuing Education in Nursing (ISPCEN) is presented here as a workable, but not perfected or final plan. Discussing the role of the ISPCEN in the development of a plan for use of the continuing education unit, it also deals with the merits and problems of a decentralized system.

Small, Hazel G. "Continuing Education Unit." Reprinted from "A Guide to Adult Education Programs in Area Vocational Centers," Office of Vocational Education, South Carolina Department of Education, Research Project No. 73-7216. September, 1973. 19 pp. CE 001 599.

Conditions prevailing in the world of work, and the corresponding behavior of adults to seek further education as a means of adjusting to these conditions, has provided the climate for the emergence of the Continuing Education Unit (CEU). Adults today need a kind of accreditation that recognizes both their continuing pursuit of competence and their current level of ability. Activities outside of and supplemental to more traditional curriculum programs provide the kind of learning opportunity needed and constitute the present major form of continuing education. The development of the CEU and pilot projects in its use were the result of a task force study of the feasibility of a uniform unit of measurement for continuing education activities. The CEU was formally recognized by the Southern Association of Colleges and Schools in its revised Standard Nine. In response to confusion over the implications of Standard Nine and the CEU concept, a series of statements classified the CEU and the implications of Standard Nine on several levels. The use of the unit is expected to spread.

Southern Association of Colleges and Schools. "The Continuing Education Unit. Guidelines and Other Information." Southern Association of Colleges and Schools, Commission on Colleges, Atlanta, Georgia, 1973. 50 pp. CE 001 350.

This handbook, directed to administrators and program planners, provides guidelines for implementing the Continuing Education Unit (CEU), the basic unit of measurement for organized continuing education activities. The Standard Nine Study, a survey of 415 of the 560 member institutions of the Southern Association of Colleges and Schools, revealed inadequate record-keeping of noncredit activities. In response to this study, criteria for awarding individual CEU for business and organizational uses, reporting requirements, record keeping, and funding are discussed. The CEU can also serve in other institutional roles: (1) coordinating all noncredit program accounting, (2) providing a realistic base for budgeting, (3) measuring teaching and administrative work loads, (4) measuring resource utilization, and (5) providing accurate analysis of total educational program. A 36-page appendix includes the Standard Nine, the National Task Force Statement, and model plans and forms of the University Systems of Georgia, Virginia, and Florida.

Southern Association of Colleges and Schools. "Standards of the College Delegate Assembly of the Southern Association of Colleges and Schools." Southern Association of Colleges and Schools, Atlanta, Georgia, 1 December 1971. 31 pp. ED 060 772.

This pamphlet lists and describes the eleven standards by which colleges and universities are judged when being considered for accreditation by the Southern Association of Colleges and Schools. With the exception of the standard on purpose, each standard is presented with a statement of principles and illustrative and interpretive material. The eleven criteria areas are: institutional purpose; organization and administration; educational program; financial resources; faculty; library; student personnel; physical plant; special activities; graduate programs; and research.

Southern Association of Colleges and Schools. "Working Paper on the Continuing Education Unit: One Model on the Use and Implementation of the CEU Within a University System." Southern Association of Colleges and Schools Commission on Colleges, Atlanta, Georgia, 27 April 1972. Paper presented at the Virginia Polytechnic Institute Conference on the CEU (Continuing Education Unit), 27-28 April, 1972. 31 pp. CE 001 570.

This plan states as a major purpose the gathering of feedback information and offers twenty-one questions probing the limits and possibilities of the Continuing Education Unit (CEU), a basic unit of measurement of organized continuing education experience. It includes the Georgia Plan, presenting possible methods of implementation, administration and reporting of CEU's and criteria for CEU utilization. A sixteen-page appendix includes Standard Nine, the National Task Force Statement defining CEU standards, recommending administrative procedures, and listing activities qualifying for CEU status. Eight pages of report forms include a participant summary report, quarterly program summary report data and forms, activity and faculty participation report forms, and institution records data requirements.

Southern Regional Education Board. "Report of the 20th Meeting of the Regional Planning for Nursing Project." Atlanta, Georgia, 31 October 1973. 181 pp. Available from the Southern Regional Education Board, Regional Planning for Nursing Project, 130 Sixth Street, N. W., Atlanta, Georgia 30313. Not available from EDRS.

Audrey F. Spector, Project Director, presents this report of a three year project, begun June 1, 1972, which has as its purpose the continuation of regional activities to strengthen nursing education, the exploration of projects, and, if possible, the working out of arrangements for long-range or permanent planning in the region. The goals of this meeting were: to share information about the current status of continuing education for nurses nationally and in the South, explore issues and practices in continuing education, and to make recommendations as appropriate to strengthen continuing education for nurses in the South.

State Council of Higher Education for Virginia. "State Council of Higher Education for Virginia Form Q-1: Instructions for Public Service Offerings." State Council of Higher Education for Virginia, Richmond, Virginia, June, 1973. 6 pp. CE 001 589.

The data collected on Form Q-1 are used to report all noncredit public service offerings both on and off campus which qualify for the Continuing Education Unit (CEU). Seven standards must be met before CEU can be awarded: (1) a planned response to a specific educational need, (2) stated objectives and rationale, (3) sequentially ordered content, (4) pre-planning including user group, content experts, and instructors, (5) qualified administrative approval of instructional activity, (6) provision for registration, and (7) predetermined evaluative procedures and criteria for CEU awards. Instructions list program areas with code numbers and define the limits of the types of public service formats: conference, institute, short course, workshop, seminar, and special training programs. A Q-1 form is attached.

Tait, Emily. "A Standard Method for the Recording of Participation in Continuing Education." The Journal of Continuing Education in Nursing, 3, no. 5 (September/October): 31-34.

To outline procedure for assigning the units, a covering letter with guidelines for assigning continuing education units was distributed to schools, health institutions and agencies in the district. Included in the article is the letter, and a discussion of the utilization of the CEU program, as well as problems encountered.

Turner, W. L. "Needed--A Uniform Unit to Measure One's Continuing Education." A speech prepared for the Annual Conference of the National Association of University Evening Colleges, San Francisco, California, 13 November 1968. 12 pp. CE 001 595.

In the very near future, in many types of occupations, participation in some form of continuing educational experience is going to become virtually a necessity. Many professional societies and associations have committees studying requirements and making recommendations to membership for maintaining professional updating. Therefore, we must start now to lay the groundwork for the future situation as we conceive it will probably be. A structural element on which to organize continuing education experience is the Continuing Education Unit (CEU), which will make recordkeeping possible. The history of the CEU development began with a National Planning Conference at which various points of view were presented. The need for a uniform unit of measurement for noncredit continuing education activities was recognized, as was the role of the consumer of the educational product. A task force was organized to conduct a feasibility study for a uniform measurement unit to be used, and the CEU was the product of the study. Designed to give recognition for organized but noncredit continuing education experiences, the CEU meets the needs of this educational area.

University System of Georgia. "Utilization of the Continuing Education Unit Within the University System of Georgia: Three Documents." University System of Georgia, Atlanta, Georgia, 1 July 1973. 49 pp. CE 001 593.

These three documents, tracing the development and use of the Continuing Education Unit (CEU) within the University System of Georgia, begin with two interim reports dated Dec. 1, 1973. These reports of the Ad Hoc Committee provide the necessary guidelines for complying with revisions of Standard Nine of the Southern Association of Colleges and Schools. Inter-institutional cooperation in program planning and resource utilization is recommended. The final document, the product of the first two, offers methods of implementation, classifies activities, and discusses administrative responsibilities. It offers a sixteen-page appendix which includes the Standard Nine, a CEU document concerning administrative and organizational matters, and an eight-page section of reporting procedure instructions and forms.

University of Missouri. "A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout." University of Missouri, Extension Division, Columbia, Missouri, 1974. 161 pp. CE 001 769.

This package consists of two descriptive documents and the complete computer printout used in the multi-institutional recording system for Continuing Education Units (CEU) earned in the University of Missouri statewide program. Stephen A. Douglas' "A Method of Recording Participation in Continuing Education Programs (the CEU)-The University of Missouri-Rolla Model," offers a survey of the computerized system in use at that institution. The second document presents a policy statement, discussed administrative procedures and offers guidelines for (1) the development of a standard recording, storage, and retrieval system for CEU programs, (2) the provision of summary records of individual participation, and (3) the accumulation, updating, and transfer of CEU records. The basic output of the CEU system will be a roster and CEU certificate, but it also functions as a general inquiry system for the student, counselor, and administrator. Completing the collection, and of particular interest to program planners and registrars, are storage layout directions and descriptive flow charts which are included with the 108 page computer printout.

Williams, Jack K., and Andrews, Grover J. "The Continuing Education Unit and Adult Education." Paper read at the National Adult Education Association Conference, 31 October 1973. 17 pp. ED 086 868.

The formation and use of the Continuing Education Unit, a uniform nationally accepted unit that provides a mechanism by which most continuing education activities can be measured and recorded, was presented at the 1973 National Adult Education Association Conference. The unit, developed by the National Task Force in 1968 to determine the feasibility of a uniform unit of measurement, can be applied to professional continuing education, vocational retraining, and adult liberal education as well as other adult/continuing education programs. Specific administrative requirements were outlined for establishing and maintaining quality control over assignment of the CEU. Also discussed was the use and criteria of the CEU in the new Standard Nine provision of the College Commission of the Southern Association of Colleges and Schools. Latest national developments were more elaborate guidelines from the National Task Force and a working paper on CEU by the Federation of Regional Accrediting Commissions of Higher Education. The need was stressed for higher education institutions to prepare now for adult education programs, an anticipated major component of American higher education during the seventies and eighties.

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